

**LEYS FARM JUNIOR SCHOOL**  
**Year 4 – Spring Term 2024 Medium Term Plan**  
**Topic: Invade, Raid or Settle?**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>• Safe adult list</li> <li>• Reiterate Class Charter (including 4 school rules/rights)</li> <li>• School Council</li> <li>• Subject Ambassadors</li> <li>• Curriculum Overview for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• 15<sup>th</sup> January – World Religion Day</li> <li>• 15<sup>th</sup> January – Martin Luther King Day</li> <li>• 17<sup>th</sup> January – Energy Saving Week</li> <li>• 22<sup>nd</sup> January – Lunar New Year</li> <li>• 23<sup>rd</sup> January – National Handwriting Day</li> <li>• 25<sup>th</sup> January – Burns Night</li> <li>• 28<sup>th</sup> January – Storytelling Week</li> <li>• February – LGBTQ+ Month</li> <li>• 2<sup>nd</sup> February – NSPCC Number Day</li> <li>• 6<sup>th</sup> February – Safer Internet Day</li> <li>• 10<sup>th</sup> February – Chinese New Year</li> <li>• 13<sup>th</sup> February – Children's Mental Health Week</li> <li>• 7<sup>th</sup> March – World Book Day</li> <li>• 23<sup>rd</sup> March – World Maths Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Story –The One and Only Ivan</li> <li>• A selection of picture books</li> <li>• Class Text – How to Train a Dragon</li> <li>• Homework – given on a Monday</li> <li>• Active Brain Breaks - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>• Science – Explorify</li> <li>• TT Rockstars battles.</li> </ul>
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <ul style="list-style-type: none"> <li>• Can I apply my knowledge of root words, prefixes and suffixes to read unfamiliar words?</li> <li>• Can I read further exception words?</li> </ul>	<p><b>Focus:</b>  The following writing objectives are taken from the National Curriculum and will be taught throughout writing lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Can I use diagonal and horizontal strokes needed to join letters?</li> </ul>	<p><b>Focus:</b>  The following grammar objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Spelling List coverage:</u></p> <ul style="list-style-type: none"> <li>• Words ending in –ous</li> </ul>

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- Can I read a range of books structured in different ways?
- Can I use dictionaries to check the meaning of words that they have read?
- Can I identify themes and conventions in a wide range of books?
- Can I discuss words and phrases that capture the reader’s interest and imagination?
- Can I ask questions to improve my understanding of a text?
- Can I draw inferences?
- Can I predict what might happen from details stated and implied?
- Can I identify main ideas, drawn from more than 1 paragraph and summarise these?
- Can I retrieve and record information?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and their peers?
- Can I ask relevant questions to extend my understanding?
- Can I use relevant strategies to build my vocabulary?
- Can I speak audibly and fluently with an increasing command of Standard English?
- Can I participate in discussions, presentations, performances, role play/improvisations and debates?

- Can I understand which letters are best left un-joined?
- Can I increase the legibility, consistency and quality of my handwriting?

**Writing**

**Spring 1**

**Recount – How to train your dragon**

1. Can I identify the features of a letter?
2. Can I organise ideas in paragraphs?
3. Can I use and correctly punctuate fronted adverbials?
4. Can I use brackets to add information?
5. Can I use pronouns to avoid repetition?
6. Can I use formal language?
7. Can I write a letter from the viewpoint of a character?
8. Shared Write (capture)
  - a. Plot Point 1 – introduction (rhetorical question) - Setting the scene, imagining the capture, feelings.
  - b. Plot Point 2 – summarising dragon training
  - c. Plot Point 3 – journey to the cave (build-up)
  - d. Plot Point 4 – describe the cave and dragon.
  - e. Plot Point 5 – capturing the dragon
9. Independent Write (training)
  - a. Plot Point 1 – introduction (rhetorical question)

- Words where a suffix is added to words ending in ‘y’
- Words ending in ‘-ious’ and ‘-eous’
- Challenge Words
- Words where ‘au’ makes an /or/ sound
- Words ending in ‘-tion’
- Words ending in ‘-sion’
- Words ending in ‘-cian’
- Words that are adverbs of manner
- Challenge Words
- Words that are homophones.

**Phonics:**

Small Intervention Groups following Phase 3, 4 and 5 Little Wandle Phonics planning.

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**Reading Focus Texts:**

- How to train your dragon
- How to be a Viking

- b. Plot Point 2 – description of dragon
- c. Plot Point 3 – recount dragon training
- d. Plot Point 4 – conclusion (rhetorical questions)

**Spring 2**

**Balanced Argument- Should animals be used for entertainment?**

- 1) Reading comprehension lesson on animals in captivity (experience lesson)
- 2) Speaking and listening - Can I take part in a balanced argument? (Should animals be kept in zoos?) - flipchart and presentation (for/against)
- 3) Can I use subordinating and coordinating conjunctions to present opposing viewpoints?
- 4) Can I identify formal and informal language?
- 5) Can I write in paragraphs?
- 6) Can I identify the features of a balanced argument?
- 7) Non-fiction shape lesson (Jane Considine)
- 8) Shared write – Can I write a balanced argument? (Should animals be used for entertainment purposes?)  
Plot Point 1 – Introduction  
Plot Point 2 – Against  
Plot Point 3 – For  
Plot Point 4 – Conclusion
- 9) Independent – Can I write a balanced argument? (Should animals be kept in zoos?)  
Plot Point 1 – Introduction  
Plot Point 2 – Against

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Plot Point 3 – For  
 Plot Point 4 – Conclusion

**Poetry (Emotion Focus) Creating Atmosphere**

**Clerihews**

1. Can I identify the key features of a Clerihew poem?
2. Can I write a Clerihew poem? (Shared Write)
3. Can I write a Clerihew poem? (Independent)

**Maths**

**Focus:**

**Multiplication & Division B**

- Cold Task
- Can I find factor pairs?
- Can I use factor pairs?
- Can I multiply by 10?
- Can I multiply by 100?
- Can I divide by 10?
- Can I divide by 100?
- Can I explore related facts?
- Can I use informal written methods for multiplication?
- Can I multiply a 2-digit number by a 1-digit number?
- Can I multiply a 3-digit number by a 1-digit number?
- Can I divide a 2-digit number by a 1-digit number? (1)

- Can I find missing lengths in rectilinear shapes?
- Can I calculate the perimeter of rectilinear shapes?
- Can I find the perimeter of regular polygons?
- Can I find the perimeter of polygons?
- Hot Task.

**Fractions**

- Cold Task
- Can I understand the whole?
- Can I count beyond 1?
- Can I partition a mixed number?
- Can I use number lines with mixed numbers?
- Can I compare and order mixed numbers?
- Can I understand improper fractions?
- Can I convert mixed numbers to improper fractions?

**Decimals A**

- Cold Task
- Can I find tenths as fractions?
- Can I find tenths as decimals?
- Can I find tenths on a place value chart?
- Can I find tenths on a number line?
- Can I divide a 1-digit number by 10?
- Can I divide a 2-digit number by 10? Can I find hundredths as fractions?
- Can I find hundredths as decimals?
- Can I find hundredths on a place value chart?
- Can I divide a 1- or 2-digit number by 100?
- Hot Task.

*Consolidation – Revisit key areas needed.*

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<ul style="list-style-type: none"> <li>• Can I divide a 2-digit number by a 1-digit number? (2)</li> <li>• Can I divide a 3-digit number by a 1-digit number?</li> <li>• Can I explore correspondence problems?</li> <li>• Can I use an efficient method to multiply?</li> <li>• Hot Task</li> </ul> <p><b><u>Length &amp; Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• Cold Task</li> <li>• Can I measure in kilometres and metres?</li> <li>• Can I find equivalent lengths? (km and m)</li> <li>• Can I find perimeter on a grid?</li> <li>• Can I find the perimeter of a rectangle?</li> <li>• Can I find the perimeter of rectilinear shapes?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I convert improper fractions to mixed numbers?</li> <li>• Can I find equivalent fractions on a number line?</li> <li>• Can I find equivalent fraction families?</li> <li>• Can I add two or more fractions?</li> <li>• Can I add fractions and mixed numbers?</li> <li>• Can I subtract two fractions?</li> <li>• Can I subtract from whole amounts?</li> <li>• Can I subtract from mixed numbers?</li> <li>• Hot Task</li> </ul>	<p><i><u>Additional Maths Teaching</u></i></p> <p>Daily:</p> <ul style="list-style-type: none"> <li>• Counting stick – linked to times tables focus</li> <li>• Assessment for Learning</li> <li>• Problem-Solving and Reasoning</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>• Times tables practice using TT Rockstars</li> </ul>
<b><u>Art</u></b>	<b><u>Design and Technology, Cooking and Nutrition, including STEM (Science Technology, Engineering and Maths)</u></b>	<b><u>Science including STEM</u></b>

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**Prior Learning/Knowledge:**

In KS1 (Key Stage 1) children use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; look at the work of a range of artists, craft makers and designers.

**Painting (Pointillism)**

- Can I understand Pointillism and the key characteristics? (look at the work of Georges Seurat)
- Can I understand the necessary materials used for pointillism? (*Demonstrate how to load a brush and cotton swab with paint and create a dot on paper; pupils to practice making dots of various sizes and distances on a practice sheet; discuss the importance of spacing and colour choices in pointillism*)
- Can I recap mixing colour, shades and tones with increasing confidence?
- Can I create a simple pointillist landscape? (*Support pupils in creating a basic pointillist landscape using their newfound skills; use pointillism techniques to fill in their landscapes with dots of colour; emphasise the importance of patience and precision in creating the*

**Prior Learning/Knowledge:**

Have an awareness of designing linked to past topics including the photo frames. Be able to make simple joins using glue. Understand how to strengthen some materials. Know some properties of materials.

**Focus:**

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

**Vocabulary:**

*Illuminated, LEDs, incandescent, bulbs, series circuits, decorative, components, enclosure, circuit, program, product.*

**Light Up Signs**

- Can I investigate and analyse illuminated signs?
- Can I understand how LEDs may be used instead of traditional incandescent bulbs in series circuits?
- Can I develop ideas for a decorative illuminated sign?
- Can I select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign?

**Prior Learning/Knowledge:**

**Physics: Electricity**

KS1 – Electricity is not taught as a discrete topic in KS1 however some children may have looked at which items use electricity in other curriculum areas (e.g. Toys topic in history)

**Physics: Sound**

KS1 – sound is not taught as a separate topic in KS1 science however children may have some knowledge of pitch and volume through their music lessons.  
 KS2 – children continue to explore sound through music (in their music lessons) and in the topic on light, children may compare how fast sound travels compared to light.

**Focus:**

**Physics - Electricity**

KQ: What is electricity?

1. Can I identify common appliances that use electricity?
2. Can I construct a simple circuit and name the parts of a circuit?
3. Can I identify if a bulb will light up in a circuit?
4. Can I recognise common conductors and insulators?
5. Can I investigate switches?

**Physics - Sound**

KQ: *Can materials change state?*

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*dots; experiment with different colors to create light and dark tones and complimentary colours.*

- Can I explore texture in pointillism? *(Look at examples of pointillist artworks that showcase various textures, such as grass, water, or clouds; discuss how the density and arrangement of dots can create different visual textures; experiment with their own pointillist compositions and allow time to share and discuss their textured pointillist creations)*

**Painting: (Illuminated letters)**

- Can I practise and experiment with different effects and textures including blocking in colour, washes?
- Can I research and learn about Anglo Saxon Illuminated letters?
- Can I design an Anglo Saxon Illuminated letter for my own initial?
- Can I paint my illuminated letter demonstrating control and the ability to use a variety of painting techniques?

**3D**

- Can I understand the Viking styles Osberg and Borre?
- Can I sketch my own Osberg and Borre style patterns?
- Can I understand clay, its properties and what is used for?

- Can I construct a working circuit with one or more lights and fit in a decorative illuminated sign?
- Can I investigate ways in which computers can be used to program and control lights in a product?

1. Can I identify how sounds are made, associating some of them with something vibrating?
2. Can I recognise that vibrations from sounds travel to the ear?
3. Can I identify parts of the ear?
4. Can I investigate if the size of the pinna affects the volume of the sound?
5. Can I find patterns between the pitch of a sound and features of the objects that produced it?
6. Can I find patterns between the volume of a sound and the strength of the vibrations that produced it?
7. Can I set up simple fair tests?

**Vocabulary:**

Electricity: appliance, battery, circuit, components, conductor, current, electrical, insulator, mains power, portable, pylon, switch.

Sound: vibrate, vibrations, volume, pitch, pinna, cochlea, ear drum

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- Can I practice a variety of modelling clay techniques? (rolling, stretching, pinching, carving, smoothing, holes, hollows and joining)
- Can I plan and design a 3D clay model (Viking masks) using Osberg and Borre patterns?
- Can I create a 3D clay model and make adaptations confidently if necessary?
- Can I practise using a slip to join clay together? (add something to my model using a slip)
- Can I evaluate my 3D clay model?

Examples of 3D Clay Model Viking masks:





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<b><u>French (Modern Foreign Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>  Children will use their basic pronunciation and French alphabet and number knowledge to support their learning.</p> <p><b><u>Focus:</u></b></p> <p><b><u>Presenting Myself: (I)</u></b></p> <ul style="list-style-type: none"> <li>• Can I use basic greetings in French, ask how somebody is feeling and reply when asked to me?</li> <li>• Can I ask somebody their name in French and reply when asked to me?</li> <li>• Can I revise numbers 1-10 in French and learn numbers 11-20 in French?</li> <li>• Can I ask somebody their age in French and reply when asked to me?</li> <li>• Can I ask somebody where they live in French and reply when asked to me?</li> </ul> <p><b><u>I am able: (E)</u></b></p> <ul style="list-style-type: none"> <li>• Can I say 5 verbs in French?</li> <li>• Can I say 5 more verbs in French?</li> <li>• Can I use the structure ‘je peux’ (I am able) with the verbs in French?</li> <li>• Can I use the negative structure ‘je ne peux pas’ (I am not able) followed by French verbs?</li> <li>• Can I use the conjunctions ‘et’ (and) &amp; ‘mais’ (but) in French?</li> <li>•</li> </ul> <p><b><u>Vocabulary:</u></b>  Presenting Myself; salut, bonjour, au revoir, a plus tard, je m’appelle, ca va bien, ca va mal, comme ci, comme ca,</p>	<p><b><u>Prior Learning/Knowledge:</u></b>  Year 2:  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.</p> <p><b><u>Vocabulary:</u></b>  Compass, key, symbol, grid reference, topographical, human features, physical features.</p> <p><b><u>Lesson Focus:</u></b></p> <ul style="list-style-type: none"> <li>• Can I use compasses, keys and symbols to read a map?</li> <li>• Can I use four figure grid references to read a map?</li> <li>• Can I find the key topographical features found in the UK?</li> </ul>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b> Invade, Raid or Settle?</p> <p><b><u>Vocabulary:</u></b>  Barbarians, legions, raids, settlement, migration, tribe, kingdom, capital, pagan, hostile, idol, Viking, excavation</p> <p><b><u>Key Enquiry Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. What was Britannia like before the Anglo-Saxons and Vikings?</li> <li>2. Why did the Angles, Saxons, Jutes and Vikings settle in Britain?</li> <li>3. How did monarchy change during this time?</li> <li>4. How did religion change during this time?</li> <li>5. Why was Yorkshire and the Humber important during this time?</li> </ol> <ul style="list-style-type: none"> <li>• Can I explain what Britannia was like before the Anglo-Saxons and Vikings?</li> <li>• Can I explain why Angles, Saxons and Jutes settled in Britain?</li> <li>• Can I explain how England changed ruling during the settlement of the Anglo-Saxons and Vikings?</li> </ul>

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<p>français/e, anglais/e, irlandais/e, gallois/e, écossais/e, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>I am able; danser, chanter, sauter, jouer d'un instrument, patiner, dessiner, cuisiner, nager, faire du vélo, parler français, et, mais, je ne peux pas, je peux.</p>	<ul style="list-style-type: none"> <li>• Can I explain how land use patterns changed over time in the UK?</li> <li>• Can I describe the key human and physical features of the Yorkshire and Humber region?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I explain how England changed religiously during the settlement of the Anglo-Saxons and Vikings?</li> <li>• Can I explain where the Vikings settled?</li> <li>• Can I explain what life was like in the Yorkshire and Humber region during these times?</li> </ul>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>          Recognise and use accurately musical vocabulary, appraise and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.</p> <p><b><u>Focus:</u></b>          In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes are overlapping. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.</p>	<p><b><u>Prior Learning/Knowledge:</u></b>          Build upon skills and knowledge in Year 1,2 and 3. However, be aware of gaps and address them due to the introduction of a new scheme. Use the Get Set 4 PE progression of skills document when planning each lesson to be fully aware of what they should know prior and address this should there be gaps. Recap prior knowledge at the start of each lesson.</p> <p><b><u>Focus: (The Spy, The Carnival, States of Matter and 1960's Twist)</u></b></p> <p><b><u>Dance</u></b>  <b>Lesson 1:</b> Can I copy, create and choose actions in response to an idea and be able to adapt this using change of space? (1,2) - The Spy  <b>Lesson 2:</b> Can I develop a dance using matching and mirroring? (3) - The Spy  <b>Lesson 3:</b> Can I learn, create and develop dance moves in the theme of carnival? - (4,5) - The Carnival</p>	<p><b><u>Prior Learning/Knowledge:</u></b>  <i>Jigsaw Year 1, 2 and 3 Curriculum</i></p> <p><b><u>Focus:</u></b></p> <p><b><u>Jigsaw Piece: Dreams and Goals</u></b>  <i>a) PSHE</i>  <i>b) Social and Emotional Development Learning</i></p> <ol style="list-style-type: none"> <li><i>Hopes and Dreams</i> <ol style="list-style-type: none"> <li><i>I can tell you about some of my hopes and dreams.</i></li> <li><i>I know how it feels to have hopes and dreams.</i></li> </ol> </li> <li><i>Broken Dreams</i> <ol style="list-style-type: none"> <li><i>I understand that sometimes hopes and dreams do not come true and that this can hurt.</i></li> <li><i>I know how disappointment feels and can identify when I have felt that way.</i></li> </ol> </li> <li><i>Overcoming Disappointment</i></li> </ol>

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**Prior Learning/Knowledge:**

**Focus:**

**Charanga**

- Can I sing a song?
- Can I sing a song and play instrumental parts within the song?
- Can I sing a song and improvise using voices and/or instruments within the song?
- Can I sing a song and perform compositions within the song?
- Can I prepare a piece for performance?
- Can I perform a composition to an audience?

**Vocabulary:**

Introduction, chorus, verse, bass, drums, electric guitar, keyboard, organ, male, backing vocals, dance, clap, sway, march, notes

- Lesson 4:** Can I develop a carnival dance using formations, canon and unison? (6) -The Carnival
- Lesson 5:** Can I understand how dynamics, space and relationships can be used to represent a state of matter? (7) - States of Matter
- Lesson 6:** Can I copy and repeat a set phrase in a 1960s style showing energy and rhythm?  
 Can I learn and perform a partner dance in a 1960s style? - The Twist (10,11)
- Lesson 7:** Can I develop my own 1960s inspired dance using changes in relationships? (12)

**Basketball**

- Can I develop the attacking skill of dribbling?
- Can I protect the ball when dribbling against an opponent?
- Can I develop passing and begin to recognise when to use different skills?
- Can I use defending skills to delay an opponent and gain possession?
- Can I develop technique in the attacking skill of shooting?
- Can I apply skills and knowledge to compete in a tournament?

**Hockey**

- Can I develop sending and receiving the ball with accuracy and control?
- Can I develop the attacking skill of dribbling?
- Can I develop dribbling to beat a defender?

- a. *I know that reflecting on positive and happy experiences can help me to counteract disappointment*
  - b. *I know how to cope with disappointment and how to help others cope with theirs.*
4. **Creating New Dreams**
- a. *I know how to make a new plan and set new goals even if I have been disappointed.*
  - b. *I know what it means to be resilient and to have a positive attitude.*
5. **Achieving Goals**
- a. *I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.*
  - b. *I can enjoy being part of a group challenge.*
6. **We Did It!**
- a. *I can identify the contributions made by myself and others to group's achievement.*
  - b. *I know how to share in the success of a group and how to store this success experience in my internal treasure chest.*

**Vocabulary:**

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Can I use defending skills to delay an opponent and gain possession?  
 Can I apply attacking skills to move towards goal and find space?  
 Can I apply skills and knowledge to compete in a tournament?

**Yoga**

Can I explore connecting breath and movement?  
 Can I explore new yoga poses and begin to connect them?  
 Can I explore gratitude when remembering and repeating a yoga flow?  
 Can I develop flexibility and strength in a positive summer flow?  
 Can I develop flexibility and wellbeing in an individual yoga flow?  
 Can I develop confidence and strength through arm balances?

**Vocabulary:**

**Dance**

action and reaction, flow, order, performance, phrase relationship, represent, rhythm, structure

**Basketball**

decision, cushion, possession, opponent, react, momentum, alternate, contact, extend, receiver, continuous, co-operative, deny, reflect, swing,

Dream, hope, goal, determination, perseverance, resilience, positive, attitude, disappointment, fears, hurt, experiences, plans, cope, self-belief, motivation, determination, commitment, teamwork, design, cooperation, review, learning, strengths, success, celebrate, evaluate.

**Jigsaw Piece: Healthy Me**

a) PSHE

b) Social and Emotional Development Learning

1. *My Friends and Me*
  - a. *I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.*
  - b. *I can identify the feelings I have about my friends and my different friendship groups.*
2. *Group Dynamics*
  - a. *I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.*
  - b. *I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.*
3. *Smoking*

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compete.

**Hockey**

decision, cushion, avoid, adjust, relaxed, support

**Yoga**

gratitude, wellbeing, notice, stable, lengthen

a. *I understand the facts about smoking and its effects on health, and also some of the reasons people starts to smoke.*

b. *I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how act assertively to resist pressure from myself and others.*

**4. Alcohol**

a. *I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.*

b. *I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.*

**5. Healthy Friendships**

a. *I can recognise when people are putting me under pressure and can explain ways to resist this when I want.*

b. *I can identify feelings of anxiety and fear associated with peer pressure.*

**6. Celebrating My Inner Strength and Assertiveness.**

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- a. *I know myself well enough to have a clear picture of what I believe is right and wrong.*
- b. *I can tap into my inner strength and know how to be assertive.*

**Vocabulary:**

Friendships, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, vaping, pressure, peers, guilt, advice, alcohol, liver, disease, pressure, anxiety, fear, believe, assertive, opinion, right, wrong.

**Religious Education**

**Computing**

**Meta-Cognition Session**

**Prior Learning/Knowledge:**

Children should develop their knowledge and understanding of principal religions and worldviews. They learn to use subject-specific vocabulary, ask questions and begin to express their own views in response to what they're taught. They should use their knowledge of Hinduism and Islam (Living unit) from Year 3 to build upon.

**Lincolnshire Syllabus – Community – Hinduism**

Can I recap the key beliefs of Hinduism?  
*(Brahman, the Trimurti, samsara, atman, karma, moksha, dharma).*

Can I understand worship in the home?  
*(home shrine often including a murti, devotion to particular deities, importance of the family and the way in which*

**Prior Learning/Knowledge:**

Writing for Different Audiences:  
 Year 1: Simple text entry, use of a writing template, Creating text and the use of illustrations, Genre: animated picture book.  
 Year 2: Creating work for a variety of purposes, further understanding of genres, present information in different styles, altering fonts, share to a display board.  
 Year 3: Keyboard skills, typing fluency, considering communication style, email simulations, use of 2simulate, use of MS PowerPoint

Logo:  
 Year 1: logical decision making, sequencing instructions, following instructions, visual use of logo programming, program logic and structure, familiarity

**WINK-What I Now Know about...**

Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.

**Process-**plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

**Use knowledge and understanding:**

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster

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*dharma relates to family life)*

Can I understand worship in the Mandir?  
*(puja tray, the arti ceremony, the sharing of prashad)*

Can I understand the importance of Diwali?  
*(the story of Rama and Sita in the Ramayana, key practices associated with the festival, examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment)*

Can I understand the festival of Holi?  
*(Seeing people as equal and effects, key practices, examples of Holi in the UK and elsewhere in the world and effects on the environment)*

Can I understand the Raksha Bandhan (Rakhi) festival?  
*(Celebrates brothers/sisters, key practices and examples of Raksha Bandhan in the UK and elsewhere in the world)*

**Lincolnshire Syllabus – Community – Islam**

Can understand the Key Islam Beliefs?  
*(God, tawhid, everything created in harmony (Muslim), humans as ‘Abd and Khalifa for harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur’an and the prophets)*

with a code environment, logical planning of sequences, debugging skills.  
 Year 2: familiarity with a code environment, logical planning of sequences, debugging skills, logical decision processing, forward planning to achieve a solution.  
 Year 3: familiarity with a code environment, logical planning of sequences, debugging skills, logical decision processing, forward planning to achieve a solution.

Animations:  
 Year 1: use of Purple Mash, avatar creation, paint projects, 2Create a story, what animation is, animating images using built in effects, concept of background and foreground.  
 Year 2: 2Paint a picture, art effects, collage effects.

**Focus:**

- Can I stay safe online? (recap start of the term).

**4.4. Writing for Different Audiences**

- Can I explore how font size and style can affect the impact of a text?
- Can I use a simulated scenario to produce a news report? (L2&3)
- Can I use a simulated scenario to write for a community campaign? (L4&5)

*Vocabulary (Campaign, Format, Font, Genre, Opinion, Reporter, Viewpoint)*

**4.5 Logo**

- PowerPoint presentation

**A Double Page Spread (A3) is to also be completed.**

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**Topic: Invade, Raid or Settle?**

Can I understand Ummah?  
*(Awareness of the global community of Muslims (ummah) and its connection to the idea of harmony and the straight path)*

Can I understand the Five Pillars of Islam and their connection to Muslim beliefs?  
*(Shahadah, Salat, Zakat, Sawm, Hajj)*

Can I understand the Mosque's Role in the Community?  
*(The mosque (masjid) as a centre of the community; its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community (e.g. #VisitMyMosque day)*

Can I recognise the significance of Eid ul-Fitr?  
*(marking the end of Ramadan and its practices, including giving zakat and celebratory meals)*

Can I demonstrate knowledge of Eid ul-Adha and its association with the story of Prophet Ibrahim?  
*(including sacrificial practices, giving presents, and charitable acts)*

**Vocabulary:**

- Can I learn the structure of language for 2Logo and input simple instructions?
- Can I use 2Logo to create letter shapes?
- Can I use the repeat command in 2Logo to create shapes?
- Can I use and build procedures in 2Logo?

*Vocabulary (Debugging, Logo commands, Pen Up, Grid, Multi Line Mode, Prediction, LOGO, Pen Down, Procedure)*

**4.6 Animation**

- Can I learn how animations are created by hand and discuss my favourite animations?
- Can I learn about onion skinning, backgrounds and sounds to animation?
- Can I introduce 'stop motion' animation?

*Vocabulary (Animation, Onion Skimming, Frames Per Second, Pause, Frame, Stop motion.)*



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**Hinduism**

Brahman, Trimurti, Samsara, Atman, Karma, Moksha, Dharma, Murti, Puja, Mandir, Arti, Ceremony, Diwali, Lakshmi, Holi, Krishna, Raksha Bandhan.

**Islam**

Abd and Khalifa, Shariah, Ummah, The Five Pillars: (Shahadah, Salat, Zakat, Sawm, Hajj) Umrah, Mosque (Masjid), Madrassah, Festivals: Eid ul-Fitr, Eid ul-Adha.