

Tigers Class - Year 2/3/4

Autumn Term 2018

We're going on a bear hunt



Subject	Key Questions	Learning intentions
English	<p>Key texts:</p> <p>We're going on a bear hunt (TFW)</p> <p>Aliens love underpants, Here com the aliens, Is there anyine out there?, Stars and planets, The loon on the moon, Space poems</p> <p>Jack and the beanstalk (TFW)</p> <p>Drama</p>	<p>To develop spoken language skills. To take part in discussions.</p> <p>To ask and answer questions</p> <p>To develop word reading and comprehension skills</p> <p>To develop spelling and handwriting</p> <p>To articulate ideas and structuring them in speech and writing</p> <p>To experience a range of genre, including, fiction, non-fiction and poetry</p> <p>To take part in role play. To work as part of a group to develop performances.</p>
Maths	<p>Focus areas:</p> <ul style="list-style-type: none"> • Number and place Value • Addition and subtraction • Multiplication and division • Fractions 	<p>To develop fluency through varied and increasingly complex problems.</p> <p>To develop rapid and accurate recall.</p> <p>To reason mathematically, make conjectures and generalisations and justify answers using explanation and proof using mathematical language.</p> <p>To solve problems involving one step and more.</p>

	<ul style="list-style-type: none"> • <i>Geometry: Shape</i> 	
Science	<ol style="list-style-type: none"> 1. Living things and their habitats: Mini-Worlds, Living things What is a habitat? Who/what will live in a habitat? 2. Space: We are astronauts What is space? Where is space? Does anyone live in space? 3. Sound What's that sound? 	<p>LT - 2: explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>LT - 4: recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>S - 4: identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases</p>
History	<p>Space travel and exploration</p> <p>Who do we know what space is like? Who was the first person to discover space? When did space travel begin?</p>	<p>2: To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. To use a wide vocabulary of everyday historical terms. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To find out about the past and identify different ways in which it is represented.</p> <p>3/4: To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To use appropriate historical terms. To devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources.</p>

Geography	<p>Environments/Map work - Linked mainly to science (habitats)</p> <p>Where can we find different habitats? What is a map? How do maps help us?</p>	<p>2: Use maps. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>3/4: use maps. Use the 8 points of a compass. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
Art	<p>Illustrators</p> <p>How can we illustrate our own stories? Observation - planets (oils pastels) What do the planets look like close up? What does our star constellation look like? (star signs),</p> <p>27 paintings from the most famous space artist http://gizmodo.com/27-paintings-from-the-most-famous-space-artist-on-earth-1658853307</p>	<p>2: to use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>3/4: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history</p>
D&T	<p>Creating a whole class solar system mobile (papier mache)</p> <p>How can we create a model of the solar system? How can we strengthen our materials?</p>	<p>2: build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>3/4: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
PSHE	<p>1- My Emotions</p> <p>What are feelings and emotions? How do our feelings and emotions affect us? What can we do to help us when our feelings and emotions feel 'out of control'?</p>	<p>ME - 2/3/4: To be able to describe how they are feeling, how strong that feeling is and give some possible causes. To be able to recognise and describe some feelings in others. To have developed some calming and relaxing strategies to help them manage strong feelings. To know that there is a link between thoughts, feelings and behaviour. To have</p>

	<p>2- Anti-bullying What is bullying? How can bullying affect people? What should we do if we are being bullied or are a witness to bullying? How can we make our school environment safe?</p>	<p>some understanding of why strong feelings might overwhelm them and have some strategies to manage these. To know what it feels and looks like to be assertive. AB - 2/3/4: To understand that bullying is deliberate, hurtful behaviour. To give examples of different types of bullying. To understand reasons why people might be bullied. To describe how it may feel to be bullied or to see someone being bullied. To demonstrate simple ways of responding to bullying. To know how to be kind. To know where bullying might happen. To suggest ways to make school a bully free place.</p>
RE	<p>1- The Bible What is the Bible? Why is the Bible important to Christians?</p> <p>2- The Nativity Story What can we learn from the Nativity story?</p>	<p>2/3/4: To discuss what makes an item scared. To identify and compare different books of the Bible and their authors. To explore different text types in the Bible To understand how stories are used in the Bible to teach lessons. To explain how Christians use the Bible and why it is important to them. To compare a personal sacred item with the Christian sacred text of the Bible. 2/3/4: To explain where Nazareth is and who were Mary and Joseph. To explain the journey Mary and Joseph went on. To explain where Jesus is born and why he was born there. To explain how the shepherds heard about Jesus' birth and the message they told Mary and Joseph. To re-tell the story of the three wise men. explain why King Herod wanted to find Jesus and how Jesus managed to stay safe</p>
Computing	<p>e-safety Digital literacy Programming Technology</p>	<p>2: To understand what algorithms are. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>3/4: To use sequence, selection, and repetition in programs. To understand computer networks. To use search technologies effectively, appreciate how results are selected and ranked. To select, use and combine a variety of software to design and create a range of programs. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

Music/ Drama	1- Space 2- Christmas concert songs	2: To use their voices expressively and creatively by singing songs. To listen with concentration and understanding to a range of high-quality live and recorded music 3/4: To play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
PE	1- Games (PE Coach), Gymnastics (Me - Hand apparatus y3) 2- Games (PE Coach), Dance (Me -Cams Scheme: Solar System)	Games 2: To participate in team games, developing simple tactics for attacking and defending 3/4: To play competitive games, and apply basic principles suitable for attacking and defending Gymnastics 2: To develop balance, agility and co-ordination, and begin to apply these in a range of activities 3/4: To develop flexibility, strength, technique, control and balance Dance 2: To perform dances using simple movement patterns 3/4: To perform dances using a range of movement patterns
MFL	French - Greetings Where in the World is French Spoken? How do we say hello and goodbye in French? How do we ask people's name?	To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To appreciate stories, songs, poems and rhymes in the language
Trip/visitor ideas	Cathedral Day (October 2018) Into Film Festival Leicester space centre	

Tigers Class - Year 2/3/4

Spring Term 2019

Natural Disasters



Subject	Key Questions	Learning intentions
English	<p><u>Key texts:</u> Angry Aurthur (TFW)</p> <p>Mantle of the expert - volcanic island (Natural disasters including Pompeii: Fiction, Non-Fiction, Poetry)</p> <p>Little Red Riding Hood (TFW)</p>	<p>To develop spoken language skills. To take part in discussions. To ask and answer questions To develop word reading and comprehension skills To develop spelling and handwriting To articulate ideas and structuring them in speech and writing To experience a range of genre, including, fiction, non-fiction and poetry</p>
Maths	<p><u>Focus areas:</u></p> <ul style="list-style-type: none"> • Addition & Subtraction • Multiplication & Division • Fractions 	<p>To develop fluency through varied and increasingly complex problems. To develop rapid and accurate recall. To reason mathematically, make conjectures and generalisations and justify answers using explanation and proof using mathematical language. To solve problems involving one step and more.</p>

	<ul style="list-style-type: none"> Algebra Geometry - Shapes Geometry - P, D & M Measures Statistics 	
Science	<p>Materials (Material monster) - What are materials? Why are they used for different purposes?</p> <p>States of Matter (looking at states) - What are the different states of matter?</p> <p>Forces and magnets (move it, opposites attract) - What are magnets? Why do magnets attract/repel?</p> <p>Rocks and fossils (earth rocks) - How has the earth been made? What different types of rock make the earth?</p>	<p>M - 2: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>R&F - 3: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter</p> <p>F&M - 3: compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>SoM - 4: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
History	Natural disasters in history - What natural disasters have happened in our lifetime/beyond living memory?	<p>2: To learn about changes within living memory - where appropriate, these should be used to reveal aspects of change in national life. To learn about events beyond living memory that are significant nationally or globally (Pompeii)</p> <p>3/4: To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods</p>

	(Pompeii, Mt St Helens (1980)Tsunami (India), wild fires due to summer 2018 heat wave - more recent)	they study. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
Geography	Where in the world have natural disasters occurred? What is plate tectonics? How have natural disasters shaped the world	2: To name and locate the world's 7 continents and 5 oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To use basic geographical vocabulary to refer to: key physical features and key human features. To 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 3/4: To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. To describe and understand key aspects of: physical geography and human geography. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Art	How have volcanoes been represented in art? Warhol - Mt Vesuvius What does a volcano look like? Sculpture (Modroc volcano)	2: to use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 3/4: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history
D&T	What is a bridge? What is its purpose? How are bridges built? How are bridges stabilised? (Bridges, Stabilising structures)	2: To build structures, exploring how they can be made stronger, stiffer and more stable. To design, make and evaluate 3/4: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To design, make and evaluate.

PSHE	<p>1: Diversity and communities What am I like? How are we all the same/different? What is my community like? How can I care for my community?</p> <p>2: Financial capability What is finance? Who is responsible for our money? How can we be 'good' with money?</p>	<p>DC - 2/3/4: To be able to share some aspects of their identity and with support to recognise simple similarities and differences between themselves and others. To recognise and respect difference and have a basic understanding of stereotyping behaviour and why it should be challenged. To know about some groups in the community and to know who are some of the key people are in those groups. To know some examples of the media with which they come into contact. To understand some of the needs of the local environment and with support how they can care for it. To know about the needs of some animals including how to care for pets.</p> <p>FC - 2/3/4: To know that we receive money through a variety of means. To know ways to keep money safe including saving it. To understand there are many ways to pay for things, some involving borrowing. To understand that we make choices about spending for many different reasons and that those choices have an impact. To know that sometimes money makes us feel uncomfortable and have some strategies for managing that. To know about the work of a charity. To begin to manage money effectively in real life situations.</p>
RE	<p>1- Salvation Why does Easter matter to Christians?</p> <p>2- God What do Christians believe God is like?</p>	<p>2/3/4: To know that Easter is very important in the 'big story' of the bible. To know that Jesus was willing to forgive all people. To know that Christians believe Jesus builds a bridge between God and humans. To know that Christians believe Jesus rose from the dead, giving people hope of a new life.</p> <p>2/3/4: To know that Christians believe in God and that they find out about God in the bible. To know that Christians believe God is loving, kind, fair and also Lord and King. To know that Christians worship God, and try to live in ways that please Him.</p>
Computing	<p>e-safety</p> <p>Digital literacy</p> <p>Programming</p> <p>Technology</p>	<p>2: To understand what algorithms are. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>3/4: To use sequence, selection, and repetition in programs. To understand computer networks. To use search technologies effectively, appreciate how results are selected and</p>

		ranked. To select, use and combine a variety of software to design and create a range of programs. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music	Charanga - Three little birds	2: To use their voices expressively and creatively by singing songs. To listen with concentration and understanding to a range of high-quality live and recorded music 3/4: To play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
PE	1- Games (PE Coach), Dance (PE Coach) 2- Games (PE Coach), Drama (Coach)	Games 2: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending 3/4: To play competitive games and apply basic principles suitable for attacking and defending Dance 2: To perform dances using simple movement patterns 3/4: To perform dances using a range of movement patterns
MFL	French - All about Me/Family and friends Where do you live? Do you have any brothers and sisters? What pets do you have? What do you enjoy doing?	To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To appreciate stories, songs, poems and rhymes in the language
Trip/visitor ideas	Visitor to talk about Pompeii	

Tigers Class - Year 2/3/4

Summer Term 2019

Time travellers



Subject	Key Questions	Learning intentions
English	<p><u>Key texts:</u></p> <p>The papaya that spoke (TFW)</p> <p>Non-fiction texts - Invaders, Vikings and Anglo-Saxons, Viking raiders, Who were the Vikings?</p> <p>The Magic Porridge Pot (TFW)</p>	<p>To develop spoken language skills. To take part in discussions.</p> <p>To ask and answer questions</p> <p>To develop word reading and comprehension skills</p> <p>To develop spelling and handwriting</p> <p>To articulate ideas and structuring them in speech and writing</p> <p>To experience a range of genre, including, fiction, non-fiction and poetry</p>
Maths	<p><u>Focus areas:</u></p> <ul style="list-style-type: none"> • Statistics 	<p>To develop fluency through varied and increasingly complex problems.</p> <p>To develop rapid and accurate recall.</p>

	<ul style="list-style-type: none"> • Number and place value • Addition & subtraction • Multiplication & division • Fractions of shape • Measures: time/money 	<p>To reason mathematically, make conjectures and generalisations and justify answers using explanation and proof using mathematical language.</p> <p>To solve problems involving one step and more.</p>
Science	<p>Plants What is a plant? How/where do plants grow? Why do we need plants?</p> <p>Light What is light? What is the main source of light? What happens when there is no light?</p>	<p>P - 2: To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>P - 3: To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>L - 3: To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that the size of shadows change</p> <p>P - 4: To know that plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses.</p>
History	<p>Vikings & Anglo Saxons Who were the Vikings and Anglo-Saxons? When did they create their settlements? What did they do to settle?</p>	<p>2: To learn about events beyond living memory that are significant nationally or globally. To learn about the lives of significant individuals in the past.</p> <p>3/4: To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>

Geography	Viking and Anglo-Saxon settlements - where did they settle? What do they look like now?	2: To develop knowledge about the world, the United Kingdom and their locality. To understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. 3/4: To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Art	Patterns What is a Celtic cross? How were they made? Viking Runes What are Runes?	2: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 3/4: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists
D&T	Design and make a helmet How were helmets constructed? Viking long ship How were the long ships made?	2: To design, make and evaluate. To build structures, exploring how they can be made stronger, stiffer and more stable 3/4: To design, make and evaluate. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures
PSHE	1- Personal Safety What is personal safety? Who are our trusted adults? What are the safety rules? What are secrets? 2- Sex and Relationship education (13)	PS - 2/3/4: To be able to contribute to discussion about personal safety. To begin thinking about assertive voice and body language. To be able to identify people in their lives who they should go to if they have a worry or a no or an 'I'm not sure' feeling. To be able to understand what their 6 th sense is and that they should listen to this and tell someone on their network of support if they have a no or I'm not sure feeling. To have a basic understanding of the difference

	<p>What are our body functions? How can our body change? What is personal hygiene?</p>	<p>between good and bad secrets as well as yes and no touches. To be able to identify and name body parts including the sexual parts.</p> <p>SRE - 2/3/4: To be able to name some of the external body parts of males and females. To be able to identify parts which are male and some which are female. To be able to give a few examples of the capabilities of their own bodies. To have some knowledge of basic hygiene routines such as brushing teeth and washing hair. To be able to look forward to new areas of responsibility for their personal hygiene. To explain how common illnesses such as colds or tummy bugs are spread and be able to describe how to prevent them.</p>
RE	<p>1: Judaism - Jewish belief about God Who is God? How did he create the world? What is the Torah? What are the Jewish rules?</p> <p>2: Judaism - Celebrations in the Jewish home What are the Jewish festivals? How are they celebrated?</p>	<p>2/3/4: To know about Jewish beliefs about God. To understand belonging which includes sharing good and bad times. To understand community responsibilities. To learn about beliefs and about the meaning and the purpose of the world. To know about the rules by which members of different communities live their lives.</p> <p>2/3/4: To learn about Jewish celebrations and festivals. To learn about the Torah and synagogue. To know that communities are made up of people who all have different contributions. To know about the rights of individuals. To understand the importance of remembering the past.</p>
Computing	<p>e-safety</p> <p>Digital literacy</p> <p>Programming</p> <p>Technology</p>	<p>2: To understand what algorithms are. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>3/4: To use sequence, selection, and repetition in programs. To understand computer networks. To use search technologies effectively, appreciate how results are selected and ranked. To select, use and combine a variety of software to design and create a range of programs. To use technology safely,</p>

		respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music	Charanga - The friendship song Playing Instruments	2: To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the interrelated dimensions of music 3/4: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the interrelated dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music
PE	1- Games (PE Coach), Swimming (Y2) 2- Games/Athletics (PE Coach), Swimming (Y3/4), Dance (PE Coach)	Dance 2: To perform dances using simple movement patterns 3/4: To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best Games 2: To participate in team games, developing simple tactics for attacking and defending 3/4: To play competitive games and apply basic principles suitable for attacking and defending Swimming 3/4: To swim competently, confidently and proficiently To use a range of strokes. To perform safe self-rescue in different water-based situations Athletics

		<p>2: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>3/4: To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination</p>
MFL	<p>French - Our School</p> <p>Can you name different things in the classroom?</p> <p>What is your favourite subject?</p> <p>How do you get to the hall?</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>To appreciate stories, songs, poems and rhymes in the language</p>
Trip/visitor ideas	Sutton Hoo	