Leen Mills Primary School

Year 4 Curriculum Overview 2022-2023

KS2	Autumn Term		Spring		Summer	
Year 4	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Events						French day/ residential visit
Literacy	**The Tunnel** by Anthony Browne: With sparse text and haunting paintings, Browne creates an intriguing fantasy about sibling rivalry transformed by experience. Narrative – Write an alternative to what is through the tunnel.	**NEW UNIT:** **The Whale** by Ethan and Vita Murrow An epic, wordless adventure is brought to life with Ethan's stunning graphite drawings, which convey the drama and haunting beauty of the ocean and capture the majesty of this awe-inspiring creature. Narrative – Retell the story with an option of using first person. Jane Considine unit of work.	**Newly discovered species of animals** **Non-Chronological reports** This unit will explore the features of non-chronological reports, gathering and interpreting information and finally writing their own report. **LOCKDOWN UNIT CHANGE:** **Holiday Brochures – Sicily** This unit looks at the language of persuasion. Non-fiction persuasive writing – Write a holiday brochure text or presentation persuading tourists to visit a destination.	**NEW UNIT:** **The Lost Thing** by Shaun Tan A humorous story about a boy who discovers a bizarre-looking creature whilst out collecting bottle-tops at the beach. Having guessed that it is lost, he tries to find out who owns it or where it belongs… Narrative	**NEW UNIT:** **Once Upon a Rain Drop** The story of the water cycle Non-fiction	**Charlotte's Web by** E.B White **Residential visit** Recount and persuasive writing. Following a residential visit to Hagg Farm, children will write a recount and create a piece persuasive writing advertising Hagg Farm to other schools.
ERIC	**Inference techniques** (using various short texts)	**Voices In The Park** by Anthony Browne: Four different voices tell their own versions of the same walk in the	**Various short texts used due to home learning access to books during lockdown**	**Various short texts used due to home learning access to books during lockdown**	**Bill's New Frock** by Anne Fine Bill Simpson wakes up to find he is a girl, and worse, his	**Charlottes Web by E.B White**

		park. There's a bossy woman, a sad man, a lonely boy and a girl whose warmth touches those she meets.			mother makes him wear a frilly pink dress to school. How is he going to survive a whole day like this?	
Grammar	**During the year we will cover the following aspects of grammar:** • **Use the forms of 'a' or 'an' according to whether the next word begins with a consonant or a vowel.** • **Extending sentences with more than one clause using a wider range of conjunctions including: when, if, because, although** • **Express time, place and cause using conjunctions including: when ,before, after, while, so, because** • **Express time place and cause using adverbs** • **Inverted commas for direct speech** • **Use the present perfect form of verbs** • **Choosing nouns or pronouns appropriately for clarity and to avoid repetition** • **Using fronted adverbials accurately** • **Indicating possession by using a possessive apostrophe** • **The gramatical difference between plural and possessive-s** • **Using expanded noun phrases** • **Suffixes including 'ation' 'ly' 'ous' 'sion' ssion' 'cian'** • **Using standard forms of English instead of local spoken forms e.g. 'we were' instead of we was/ 'I did' instead of 'I done'** • **Organising paragraphs around a theme**					
Maths	• Place value including negative numbers • • Addition and subtraction • Estimate and use inverse operations to check answers to a calculation • Addition and subtraction problems and inverse operations • Solve addition and subtraction two step problems, deciding	• Recall multiplication and division facts for multiplication tables up to 12x12 • Multiplication and division- mental multiplication and division • Multiplication and division-written methods • Recognise and use factors and commutativity in mental calculations	• Place value including Roman numerals • Fractions and decimals • Fractions, decimals and division • Rounding any number to the nearest 10, 100 or 1000 • Identify, represent and estimate number susing different representations • Solve number and practical problems	• Written and mental multiplication and division • Place value • Addition and subtraction • Geometry: 2d shapes and position • Multiplication and division • • Consolidate and assess	• Place value: Counting and sequences , 10ths, 100th, • Fractions of amounts • Solve problems include non- unit fractions mixed and improper fractions • Addition and subtractions of fractions and decimals-using measures	• Place value • Statistics • Interpret data Bar charts, pictograms, tables and other grapgs • Addition and subtraction-using statistics • Fractions-Decimals • Geometry- S Geometry-Position and area

	which operations, methods and why. • Count in multiples 6,7,9,25,1000 • Find 1000 more or less than a given number • Geometry: 2d shapes • Identify lines of symmetry in 2d shapes • Complete simple symmetric figure • Angles, identify acute and obtuse angles, compare and order • Measures: Time	• Solve problems involving multiplyimg and adding using the distributive law to multiply two digit by one digit • Measure: length including perimeter • Statistics • Discrete and continous data • Consolidate and assess	with large positive numbers. • Geometry: Position and direction • Measures: Area • Measure and calculate perimeter Estimate, compare calculate different measures • Multiplication and division using measures and money		• Fractions and written division • Recognise decimal equivalents • Divide one or digit number by 10, 100 identify value of digits ones, 10^{th} and 100ths • Measures- Volume, capacity and mass • Solve measure and Money problems involving fractions and decimals	• Shape • Consolidate and assess
Humanities	**History** **The Greeks** **Aims** know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Know and understand significant aspects of the history of the wider world: the nature of	**Geography** **Counties and cities within the UK (mapping focus)** **Aims** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context	**History** **The Roman Empire and its impact on Britain** **Aims** Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	**Geography** **Mountains and Rivers** **Aims** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and	**History** **Anglo-Saxons** **Aims** Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has	**Geography** **Settlements** **Aims** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a

	ancient civilisations; the expansion and dissolution of empires. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make	for understanding the actions of processes Understand the processes that give rise to key physical and human geographical features of the world, how change over time Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial **Content** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and	how these provide a geographical context for understanding the actions of processes Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent. Interpret a range of sources of geographical information, including maps, diagrams, globes, Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills **Content** Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and	influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity,	geographical context for understanding the actions of processes Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time Are competent in the geographical skills needed to: Collect, analyse and communicate with a range of data gathered Interpret a range of sources of geographical information, including maps,

	historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. **Content** Greek civilisation, their beliefs and their greatest achievements		discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. **Content** Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of	describe features studied Use the eight points of a compass, four and four-figure grid references, symbols and key to build their knowledge of the wider world	difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections	diagrams, globes, aerial photographs Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills **Content** 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

			technology, culture and beliefs, including early Christianity		between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. **Content** Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life	

					Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne	
Computing	**E safety** (Purple Mash) <u>Aims</u> Are responsible, competent, confident and creative users of information and communication technology <u>Content</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Coding and algorithm (Hour of Code)** <u>Aims</u> Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems <u>Content</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	**Producing a digital product (short films using Apple Clips)** <u>Aims</u> Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems <u>Content</u> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	**Coding and algorithm (Lego WeDo)** <u>Aims</u> Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems <u>Content</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	**Digital literacy (Microsoft word skills)** <u>Aims</u> Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation <u>Content</u> To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	**Digital literacy (Microsoft word skills)** <u>Aims</u> Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation <u>Content</u> To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,

					presenting data and information	evaluating and presenting data and information

Science	**States of matter** Aims Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Content -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	**Sound** Aims Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. Content -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	**Living things and their habitats** Aims Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Content -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	**Animals including humans** Aims Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions Content -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions -Construct and interpret a variety of food chains, identifying producers, predators and prey.	**Electricity** Aims Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage. Content -Identify common appliances that run on electricity -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -Identify whether or not a lamp will	**Electricity** Aims Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage. Content -Identify common appliances that run on electricity -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -Identify whether or not a lamp will

			their local and wider environment -Recognise that environments can change and that this can sometimes pose dangers to living things		light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors.	light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors.

French	**Language Angels** **Animals** **Aims** -Understand and respond to spoken and written language from a variety of authentic sources -Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation -Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	**Language Angels** **Musical instruments** **Aims** -Understand and respond to spoken and written language from a variety of authentic sources -Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation -Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	**Language Angels** **Fruit** **Aims** -Understand and respond to spoken and written language from a variety of authentic sources -Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation -Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	**Language Angels** **Family** **Aims** -Understand and respond to spoken and written language from a variety of authentic sources -Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation -Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	**Language Angels** **At the Cafe** **Aims** -Understand and respond to spoken and written language from a variety of authentic sources -Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation -Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	**Language Angels** **Clothes** **Aims** -Understand and respond to spoken and written language from a variety of authentic sources -Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation -Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
Art	**NEW UNIT:**	**NEW UNIT:** **Investigating painting**	**Anglo Saxon clay pots and jewellery design:**		**Researching famous artists**	

	Investigating drawing pencils and watercolour wash technniques looking at the illustrations of Cressida Cowell Aims -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art and design techniques -Evaluate and analyse creative works using the language of art, craft and design -Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Content -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	**styles used by a range of European artists: Investigating mark-making in pencil and charcoal, moving on to printing using paints. Looking at the art of Howard Hodgkin** Aims -Produce creative work, exploring their ideas and recording their experiences. -Evaluate and analyse creative works using the language of art, craft and design -Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Content -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	**Looking at historical examples and techniques** Aims -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art and design techniques -Evaluate and analyse creative works using the language of art, craft and design -Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Content -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] **LOCKDOWN UNIT CHANGE:**		**(Leonardo Da Vinci, Wasilli Kandinski, Salvador Dali, Andy Warhol. Integrating digital images.** Aims -Produce creative work, exploring their ideas and recording their experiences. -Become proficient in drawing, painting, sculpture and other art and design techniques -Evaluate and analyse creative works using the language of art, craft and design -Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms Content -To create sketch books to record their observations	

	with a range of materials [for example, pencil, charcoal, paint, clay] –To learn about great artists, architects and designers in history.	materials [for example, pencil, charcoal, paint, clay] –To learn about great artists, architects and designers in history.	Drawing with Scissors – looking at the paper collages of Henri Matisse		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.	
Design and Technology		**Hygiene in food (Making Christmas cookies)** **Aims** - Understand and apply the principles of nutrition and learn how to cook **Content** prepare and cook a variety of using a range of cooking techniques	**NOT DONE DUE TO LOCKDOWN:** **Designing, making, evaluating and advertising a new product (Enterprise week)** **Aims** -Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world -Build and apply a repertoire of knowledge, understanding and skills in order to design and make			**Design and make a light up sign or illuminated picture** **Aims** -Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world -Build and apply a repertoire of knowledge, understanding and skills in order to

			high-quality prototypes and products for a wide range of users -Critique, evaluate and test their ideas and products and the work of others <u>Content</u> -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 -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - 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			design and make high-quality prototypes and products for a wide range of users -Critique, evaluate and test their ideas and products and the work of others <u>Content</u> -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 -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

						- 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
PSHE	**New Beginnings** Introduction to new classes Class rule setting and expectations	**Getting On and Falling Out** Anti-Bullying Week Managing feelings of anger and understanding empathy	**Going For Goals** Famous figures in history Rosa Parks Mother Teresa	**Good To Be Me** Why it is good to be me Discussing worries and solving problems	**Relationships** To recognise different types of relationships, including those between acquaintances, friends, relatives and families	
RE	**Judaism** **How special is the relationship Jews have with God?** What places are special? What are some special celebrations? What is their special book?	**Christianity** Who was Jesus? Main beliefs? Special places? Important events?	**Judaism** **How important is it for Jewish people to do what God asks them to do?** What are the rules that Jews live by?	**Christianity** **Is forgiveness always possible?** The Parable of the Unmerciful Servant	**Judaism** **What is the best way for a Jew to show commitment to God?**	**Christianity** **Do people need to go to church to show they are Christians?**

Music	<u>Aims</u> -To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians -Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence -Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.			<u>Content</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -Improvise and compose music for a range of purposes using the inter-related dimensions of music -Listen with attention to detail and recall sounds with increasing aural memory -Use and understand staff and other musical notations -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -Develop an understanding of the history of music.		
Music	**Animal magic** Exploring descriptive sounds	**Play it again** Exploring rhythmic patterns(xmas)	**Recorders**		**Painting with sound** Exploring sound colours	**Salt pepper vinegar mustard** Exploring singing games
PE	**Invasion Games** Children should learn to;- • To consolidate and improve the quality of their skills • To improve their ability to select and apply simple tactics • To work cooperatively in small groups • To recognise how a small game activity can be improved. • Balancing across the apparatus..	**Dance** Children should be able to;- • Perform basic actions with increased control • Learn set choreography • Practice, rehearse and refine • Perform to a live audience as part of the KS1 Production.	**Gymnastics** Children should learn to;- • Shapes and supports- To explore different shapes and supports on the mats. • Travels- To work alongside a partner, experimenting with different ways of travelling across the mat.)	**Apparatus** Children should learn to;- • To explore different ways of travelling over the apparatus. • To begin putting full sequences together whilst travelling along the apparatus • Jumps from height to learn to land safely whilst jumping from the apparatus.	**Net/Court/Wall Games** Children should learn to;- • To consolidate and improve the quality and consistency of their hitting skills. • To develop the range of skills used • To select and use a range of simple tactics • To adapt make and keep to the rules for net games	**Striking and fielding** Children should learn to;- • To consistently strike a ball in a controlled manner. • To field and intercept a ball and return it accurately • To select and use appropriate skills and simple tactics in a small game activity • To recognise a good performance or Indoor Athletics