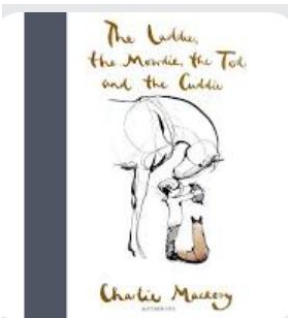
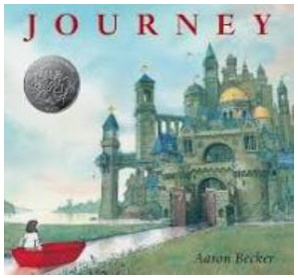
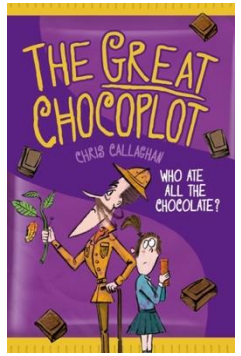
Year 4 curriculum map

| | Term 1 | Term 2 | Term 3-- | Term 4 | Term 5 | Term 6 |
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| Core Texts |  |  |  |  |  |  |
| English – writing opportunities | Traditional tale – narrative structure and chronological sequencing<br>Poetry (TBC) | Narrative - conversational and episodic story telling<br>Social Media advert - Christmas Dessert persuasive writing (non-fiction) | Narrative figurative writing technique- s and character feelings via inference | Letter to an author - formal letter writing skills<br><br>Inviting an author into school – letter<br>Still I Rise - poetry shifts in points of view: 'You' to 'I', repetition technique | Newspaper article<br><br>The Creature – online news report clear structure, factual language, and specific grammatical styles | Narrative – building suspense and using clues, incorporating humour |
| English - SPAG | common/ proper nouns<br>vowels/consonants,<br>Select the determiner 'a' or 'an' appropriately;<br>CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums<br>question and exclamation marks<br>conjunctions<br>present perfect / past perfect | pronouns<br>Expanded noun phrases<br>Identify main/subordinate clauses<br>Regular/ irregular past tense verb forms<br>comma in a list<br>apostrophe for singular/ regular plural nouns<br>apostrophe for irregular plural nouns e.g. children's<br>question and exclamation marks | determiners 'these' and 'those';<br>determiners which are quantifiers e.g. some, every<br>prepositions in sentences<br>Vary sentence openers<br>Change the pronoun e.g. They / The villagers<br>Convert from one tense to another<br>Identify 1st or 3rd person<br>apostrophe for omission, and 'contracted form' | Vary position of the adverbial in a sentence<br>commas<br>Explore sets of words which can be either of two or three word classes<br>1st person,<br>past tense verbs in progressive form<br>homophones<br>prefix e.g. improper, illegal;<br>discuss adverbials in own and others' writing | possessive determiners e.g. my, your, her, their<br>present and past perfect verb forms<br>apostrophe for omission and possession<br>rules of Standard English | apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language |

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| | inverted commas (and commas) to indicate direct speech<br>direct and indirect speech<br>correct use of subject/verb agreement | nouns made from verbs using the suffixes -ation and -sion<br>correct use of subject/verb agreement | Homophones<br>Prefix e.g. improper, illegal;<br>Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus;<br>model accurate use of Standard English | Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus;<br>model accurate use of Standard English | | |
| Maths – White Rose | **Place Value**<br>represent, partition, compare and order numbers to 1000.<br>use numbers lines to 1000.<br>represent, partition, compare and order numbers up to 10,000.<br>add 1,10,100 or 1000 to any number.<br>identify Roman numerals.<br>round to the nearest 10, 100 or 1000.<br>**Addition and Subtraction**<br>add and subtract two 4 digit numbers with and without exchange.<br>identify efficient ways to subtract.<br>estimate answers.<br>use checking strategies. | **Area**<br>Know what area is.<br>draw shapes with certain areas.<br>compare the areas of shapes.<br>**Multiplication and Division**<br>identify multiples of 3,6,7,9,11 and 12.<br>use division facts for the times tables.<br>multiply and divide by 1 and 0.<br>multiply 3 numbers. | **Multiplication and Division**<br>multiply and divide by 10 and 100.<br>use expanded and short written methods for multiplication and division.<br>multiply a 2 digit or a 3 digit number by a 1 digit number.<br>divide a 2 digit or 3 digit number by a 1 digit number.<br>use efficient multiplication methods.<br>**Length and Perimeter**<br>Measure in km's and m's.<br>identify equivalent lengths.<br>find perimeter of rectangles, rectilinear shapes, regular polygons and polygons.<br>find the missing lengths in rectilinear shapes. | **Fractions**<br>count beyond 1.<br>partition a mixed number.<br>compare and order mixed number.<br>convert improper fractions to mixed number and vice versa.<br>identify equivalent fractions.<br>add two or more fractions with the same denominator.<br>add fractions and mixed numbers.<br>subtract fractions with the same denominator.<br>**Decimals**<br>Identify tenths as fractions and decimals.<br>Use a place value chart to represent tenths.<br>Show tenths on a number line.<br>Divide a 1 or 2 digit number by 10.<br>Identify hundredths as fractions and decimals.<br>Use a place value chart to represent hundredths.<br>Divide a 1 or 2 digit number by 100. | **Decimals**<br>make a whole with tenths and hundredths.<br>partition and flexibly partition decimals.<br>compare and order decimals.<br>round to the nearest whole number.<br>Identify halves and quarters as decimals.<br>**Money**<br>money using decimals.<br>convert between pounds and pence.<br>compare amounts of money.<br>estimate with money.<br>use the four operations with money.<br>solve problems with money.<br>**Time**<br>Identify years, months, weeks and days.<br>Recap hours, minutes and seconds knowledge.<br>Convert between analogue and digital times.<br>Convert to and from the 24 hour clock. | **Shape**<br>angles as turns.<br>compare and order angles.<br>identify different types of triangles, quadrilaterals and polygons.<br>lines of symmetry.<br>complete a symmetric figure.<br>**Statistics**<br>Interpret charts.<br>Solve comparison, sum and difference problems.<br>line graphs.<br>**Position and Direction**<br>positions using coordinates.<br>plot coordinates.<br>draw 2D shapes on a grid.<br>describe translations on a grid. |

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| Science – knowledge and skills | **Classifying Living Things**<br>**Knowledge**<br>I know animals can be grouped in different ways<br>I know plants can be grouped in different ways<br>I know the different between vertebrates and invertebrates<br>I know there are 5 animal groups<br>**Skills**<br>I can use and make classification keys for animals and plants<br>I can collect data using a tally chart<br>I can present data in a bar chart<br>I can analyse data | **States of matter**<br>**Knowledge**<br>I know there are three states of matter<br>I know some objects can change states<br>I know the terms melting and evaporation<br>I know 'The water cycle'<br>**Skills**<br>I can use equipment such as stopwatches and thermometers<br>I can recognise what makes a fair test<br>I can plan a melting and evaporation experiment<br>I can follow methods carefully<br>I can make observations | **Sound**<br>**Knowledge**<br>I know sound is made through vibrations<br>I know how sounds travels through the ear<br>I know part of 'The ear'<br>**Skills**<br>I can use equipment such as data loggers.<br>I can plan a volume experiment<br>I can explore volume and pitch<br>I can identify variables<br>I can compare data<br>I can analyse data | **Electricity & Energy**<br>**Knowledge**<br>I know some common appliances that use electricity<br>I know what Conductor and insulator means<br>I know some materials that are conductors and insulators<br>I know what energy is.<br>I know how we can reduce our energy usage?<br>**Skills**<br>I can draw diagrams of circuits<br>I can build circuits<br>I can identify problems with circuits and fix them<br>I can write prediction statements with reasoning<br>I can record findings in a table and identify patterns in data. | **Habitats & Deforestation**<br>**Knowledge**<br>I know that living things rely on their habitats<br>I know that living things are adapted for different habitats.<br>I know the impact humans can have on habitats<br>I know what deforestation is.<br>I know the impacts of deforestation in the UK and the rest of the world<br>**Skills**<br>I can collect data and present it in a pictogram<br>I can use and build classification keys for plants and animals<br>I can draw diagrams | **Digestive System**<br>**Knowledge**<br>I know the names of different types of teeth<br>I know carnivores, herbivores and omnivores use teeth for different purposes<br>I know the different parts of 'The digestive system' (mouth, oesophagus, stomach, small intestine, large intestine and rectum)<br>I know what a food chain is.<br>**Skills**<br>I can draw scientific diagrams<br>I can plan and carry out a science experiment<br>I can describe observations clearly using scientific vocabulary<br>I can interpret and draw food chains |
| RE – Knowledge and Skills | **Creation**<br>**What do Christians learn from the Creation story?**<br>**Knowledge**<br>I know where the concepts of God and Creation fit on the timeline of the Bible's Big Story.<br>I know what Christians do because they believe God is Creator.<br>I know what might be important in the creation story for Christians living today and for people who are not Christians.<br>**Skills** | **Incarnation**<br>**What is the trinity?**<br>**Knowledge**<br>I know the symbols of the Holy Trinity<br>I know what Baptism is.<br>I know some differences between John and other Gospels.<br>I know about God in the Bible and what people believe about God in the world today, expressing some ideas of my own.<br>**Skills**<br>I can identify John as part of a gospel | **Gospel**<br>**What kind of world did Jesus want?**<br>**Knowledge**<br>I know this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.<br>I know some links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.<br>I know some simple links between Bible texts and the concept of 'Gospel' (good news).<br>**Skills** | **Salvation**<br>**Why do Christians call the day that Jesus died,' Good Friday'?**<br>**Knowledge**<br>I know the story of the last supper<br>I know some links between Gospel texts and how Christians remember, celebrate Maundy Thursday, including Holy Communion.<br>**Skills**<br>I can suggest what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. | **Hinduism**<br>**What does it mean to be a Hindu in Britain today?**<br>**Knowledge**<br>I know some simple facts about Hinduism<br>I know Puja is a form of worship<br>I know some Hindu beliefs and teachings about their aims and duties in life.<br>I know what it means to be a Hindu.<br>**Skills**<br>I can describe Puja and how it shows Hindu Faith.<br>I can make connections with some Hindu beliefs and teachings about their aims and duties in life.<br>I can describe some ways in which Hindus express their faith through puja, aarti and bhajans.<br>I can suggest at least two reasons why being Hindu is a good thing in Britain today and two reasons what it might be hard.<br>I can ask questions about Hinduism. | |

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| | I can make links between Genesis 1 and what Christians believe about God and Creation. | I can offer suggestions for what texts about God might mean.<br>I can describe how Christians show their beliefs about God the trinity in the way they live. | I can suggest what Jesus' actions towards the leper might mean for a Christian.<br>I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching<br>I can make links between the Bible stories studied and the importance of love, and life in the world today | I can describe how Christians show their beliefs about Jesus in their everyday lives.<br>I can ask questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how we live. | | |
| Geography Kapow Knowledge and Skills | **What are rivers and how are they used?**<br>**Knowledge**<br>I know the water cycle process<br>I know some features of a river such as meanders, waterfalls etc<br>I know different ways a river is used<br>**Skills**<br>I can locate and name some significant rivers on a world map<br>I can describe how rivers are formed<br>I can describe how rivers impact the surrounding landscape and communities. | | **Who lives in Antarctica?**<br>**Knowledge**<br>I know about the equatorial, tropical, hot desert, temperate and polar climate zones<br>I know that countries near the Equator have less seasonal change than those near the poles.<br>I know some differences between the Northern and Southern hemisphere.<br>**Skills**<br>I can locate key physical features in significant environmental regions.<br>I can locate the Arctic and Antarctic Circle.<br>I can begin to use maps at more than one scale. | | **Why are Rainforests important to us?**<br>**Knowledge**<br>I know the location and some physical features of the Amazon Rainforest.<br>I know the four layers of a tropical rainforest<br>I know why the rainforest is important and what the impact of humans is on it<br>**Skills**<br>I can map and label the world's rainforests on a map.<br>I can find lines of latitude and longitude and identify the position of the Tropics of Cancer and Capricorn on a globe.<br>I can name and describe threats to the rainforests | |
| History Kapow Knowledge and Skills | | **How hard was it to invade and settle in Britain?**<br>**Knowledge**<br>I know some of the different reasons for invading Britain<br>I know that settlement created tensions and problems. | | **How have children's lives changed?**<br>**Knowledge**<br>I know when the Tudor period was and that the Tudor family ruled England. | | **How did the achievements of the Maya Civilisation influence their society and beyond?**<br>**Knowledge**<br>I know significant archaeological findings are those |

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| | | I know that societal hierarchies and structures existed and can name some.<br>I know who became the first ruler of the whole of England.<br>**Skills**<br>I can use the terms BC/AD/Century.<br>I can identify primary and secondary sources and evaluate the usefulness of them. | | I know when the Victorian period was and when Queen Victoria ruled.<br>I know that society was organised in different ways at different times in history.<br>I know that the actions of people can be the cause of change (eg. Lord Shaftesbury<br>**Skills**<br>I can use dates to work out the interval between periods of time and the duration of historical events or periods.<br>I can place the Tudors and Victorians on a timeline.<br>I can use a range of sources to find out about a period of time and build a picture of past events. | | which change how we see the past.<br>I know education existed in some cultures, times and groups.<br>I know the achievements of ancient civilisations contributed to the development of technology, culture and science.<br>**Skills**<br>I can use dates and terms related to the unit and passing of time,<br>I can explain similarities and differences lives in the past and today.<br>I can compare the beliefs of different cultures, times and groups. |
| Art and DT Kapow Knowledge and Skills | **Painting and Mixed Media: Light and Dark**<br>**Knowledge**<br>I know that adding black to a colour creates a shade and white adds a tint<br>I know that tone can be used to create contrast in an artwork.<br>I know that using lighter and darker tints and shades of colour can create a 3D effect.<br>**Skills**<br>I can apply different paint techniques e.g. stippling, dabbing, washing.<br>I can arrange objects to create a still-life composition. | **Biscuits**<br>**Knowledge**<br>I know that safety and hygiene are important when cooking.<br>I know a recipe shows the amount of ingredients.<br>I know that products often have a target audience.<br>**Skills**<br>I can use different techniques such as mixing, creaming and shaping,<br>I can evaluate and compare a range of products<br>I can design a biscuit within a budget | **Pavilions**<br>**Knowledge**<br>I know that a pavilion is a decorative building/structure for leisure activities.<br>I know about different types of structures such as frame and free standing.<br>I know that cladding creates different effects on a structure.<br>**Skills**<br>I can create a range of different shaped frame structures.<br>I can create a design in accordance with a plan<br>I can perform practical tasks (eg cutting, shaping, joining, finishing) | **Torches**<br>**knowledge**<br>I know electrical conductors are materials which electricity can pass through<br>I know electrical insulators are materials which electricity cannot pass through<br>I know a battery contains stored electricity that can be used to power products.<br>I know an electrical circuit must be complete for electricity to flow.<br>**Skills**<br>I can make a torch with a working electrical circuit and switch.<br>I can use appropriate equipment to cut and attach materials | **Fabric of Nature**<br>**Knowledge**<br>I know the starting point for a repeating pattern is called a motif, and it can be arranged in different ways.<br>I know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.<br>**Skills**<br>I can use basic shapes to form more complex shapes and patterns<br>I can apply observational skills showing a greater awareness of composition and demonstrating the beginnings of an individual style. | **Exploring tone, texture and proportion**<br>**Knowledge**<br>I know lines can be lighter/darker, or thicker/thinner and that this can add expression or movement to a drawing.<br>I know how to use lines and marks to represent texture and pattern and light in creative and expressive ways.<br>**Skills**<br>I can generate ideas from a range of stimuli, using research.<br>I can apply observational skills, showing a greater awareness of composition |

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| | | | | I can test and evaluate the success of a final product | I can use more complex vocabulary when discussing my own and others' art. | and demonstrate my individual style |
| Music<br>Sing up<br>Knowledge and Skills | **This little light of mine**<br>**Knowledge**<br>I know some Gospel music/songs<br>I know how to play a bass part and rhythm ostinato<br>**Skills**<br>I can sing in a gospel style<br>I can sing a part in a partner song | **Theme from pink panther**<br>**Knowledge**<br>I know some music from the film Pink Panther<br>I know some music related vocabulary<br>**Skills**<br>I can create atmospheric music<br>I can talk about how the music has created a mood using musical vocabulary<br>**Composing with colour**<br>**Knowledge**<br>I know instruments can be used individually and in combination to create different effects of timbre and texture<br>**Skills**<br>I can create a short sounds inspired by colour<br>I can create a composition<br>I can read a graphic score | **The doot doot song (percussion)**<br>**Knowledge**<br>I know some similarities and differences between acoustic guitar styles<br>**Skills**<br>I can sing swung rhythms accurately<br>I can 'doodle' with my voice<br>I can sing part 2 of a partner song | **Fanfare for the common man**<br>**Knowledge**<br>I know what a fanfare is<br>**Skills**<br>I can improvise and compose, exploring how timbre, dynamics and texture can add impact<br>I can talk about the musical characteristics of a fanfare using musical vocabulary<br>**Spain**<br>**Knowledge**<br>I know some traditional Spanish music<br>**Skills**<br>I can count musically<br>I can invent a melody<br>I can fit patterns together<br>I can play repeating rhythmic patterns | **Global pentatonics**<br>**Knowledge**<br>I know what a pentatonic scale is<br>I know a pentatonic scales features in many music traditions and cultures<br>**Skills**<br>I can compose a pentatonic melody<br>I can create pentatonic patterns<br>I can use notation to represent musical ideas<br>**The horse in motion**<br>**Knowledge**<br>I know how to layer up different rhythms<br>**Skills**<br>I can create ostinatos<br>I can follow a score<br>I can talk about a films musical context | **Favourite song (percussion)**<br>**Knowledge**<br>I know what triads are<br>I know some similarities and differences between pieces of music in a folk/folk-rock style<br>**Skills**<br>I can sing with expression and a sense of style<br>I can play an instrumental part as part of a whole class ensemble<br>I can sing in a partner song from memory |
| PHSE<br>Jigsaw knowledge and Skills | **Being Me in My World**<br>**Knowledge**<br>I know why being listened to and listening to others is important in my school community.<br>**Skills**<br>I can explain why being democratic is important | **Celebrating Difference**<br>**Knowledge**<br>I know of a time when my first impression of someone changed as I got to know them<br>I know why bullying might be difficult o spot and what to do if I am not sure.<br>**Skills** | **Dreams and Goals**<br>**Knowledge**<br>I know what it means to be resilient and have a positive attitude<br>**Skills**<br>I can plan and set new goals even after a disappointment. | **Healthy Me**<br>**Knowledge**<br>I know some ways to resist feelings of being put under pressure.<br>**Skills**<br>I can identify feelings of anxiety and fear associated with peer pressure | **Relationships**<br>**Knowledge**<br>I know different ways that people might feel when they miss a special person or animal.<br>**Skills**<br>I can suggest ways that might help me manage my | **Changing me**<br>**Knowledge**<br>I know how boys/girls bodies change on the inside/outside as they grow up and can say why these changes are necessary.<br>**Skills**<br>I can recognise how I feel about these changes and |

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| | can help me and others feel valued. | I can explain why it is good to accept myself and others for who we are. | | I can recognise when people are putting me under pressure. | feelings when missing a special person or animal. | suggest some ways to cope with these feelings. |
| Computing<br><br>Knowledge and skills | **Computing Systems and Networks – The Internet**<br>**Knowledge**<br>I know that the World Wide Web is part of the internet.<br>I know the need for security on the internet<br>I know that global interconnection of networks is the internet<br>I know how information can be shared via the World Wide Web.<br>**Skills**<br>I can access the World Wide Web<br>I can describe the types of content/media that can be added, created, and shared.<br>I can explain some of the benefits of the World Wide Web | **Creating Media**<br>**Knowledge**<br>I know that an input device is needed to record sound<br>I know that output devices are needed to play audio<br>I know that recorded audio can be edited and stored on a computer<br>I know that the sound can be represented visually as a waveform<br>**Skills**<br>I can record sound using a computer<br>I can import audio into a project<br>I can delete a section of audio | **Programming A**<br>**Knowledge**<br>I know a loop command repeats instructions<br>I know there are indefinite loops and count controlled loops<br>I know that an indefinite loop will run until the program is stopped<br>I know you can program a loop to stop after a specific number of times.<br>**Skills**<br>I can use an indefinite and a count controlled loop<br>I can explain the importance of instruction order in a loop | **Data and Information – Data Logging**<br>**Knowledge**<br>I know that questions can be answered using a table of data<br>I know that data can be logged over time<br>I know that a sensor can be used as an input device for data collection<br>I know that a data logger captures 'data points' from sensors over time<br>**Skills**<br>I can use a digital device to collect data<br>I can use a set of logged data to find information<br>I can use a computer program to sort data by one attribute<br>I can export information in different formats | **Photo Editing**<br>**Knowledge**<br>I know that digital images can be manipulated and changed for different purposes<br>I know the impact of changes made on the quality of the images<br>**Skills**<br>I can change part of or the whole of the digital image<br>I can add to the composition of a digital image<br>I can rotate, flip and crop a digital image as well as adjust colours and apply filters. | **Repetition in Games**<br>**Knowledge**<br>I know the importance of instruction order in a loop<br>I know that not all tools enable more than one process to be run at once.<br>**Skills**<br>I can justify when to use a loop and when not to<br>I can create two or more sequences that run at the same times<br>I can recognize tools that enable more than one process to be run at the same time (concurrency)<br>I can plan a program that included appropriate loops to produce a given outcome. |
| MFL – Kapow Knowledge and skills | **Portraits - Describing in French**<br>**Knowledge**<br>I know that adjectives change if they describe a feminine noun. | **Clothes – getting dressed**<br>**Knowledge**<br>I know some French vocabulary for clothing.<br>**Skills**<br>I can use some French vocabulary to name clothing. | **French numbers, calendars and birthdays**<br>**Knowledge**<br>I know the days of the week and months of the year in French. | **French weather**<br>**Knowledge**<br>I know numbers from 1-100 in multiples of ten in French<br>I know some words in French to describe the weather<br>**Skills** | **French food – miam, miam!**<br>**Knowledge**<br>I know the names for some food in French<br>I know some amounts of money in French.<br>I know the names of some shops in French. | **French and the Eurovision Song Contest**<br>**Knowledge**<br>I know the names of some musical instruments in French |

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| | I know some adjectives for describing people's hair and eye colour.<br>**Skills**<br>I can say some French words/phrases about hair/eye colour | I can describe an outfit using adjectives correctly. | I know some similarities and differences between traditional birthday celebrations in France and England.<br>**Skills**<br>I can discuss the date in French<br>I can say some numbers from 1 to 31 in French | I can say some weather phrases in French.<br>I can say some numbers from 31-100 in French<br>I can count in tens in French | **Skills**<br>I can talk about money and shops in French.<br>I can create a French menu | I know how to say which musical instrument I play in French<br>**Skills**<br>I can perform a song in French. |
| PE<br>Getset4PE<br>Knowledge and Skills | **Basketball**<br>**Knowledge**<br>I know the attacking skill of dribbling<br>I know how to protect the ball when dribbling against an opponent<br>I know when to use different skills for passing<br>I know defending skills to delay an opponent and gain possession.<br>**Skills**<br>I can develop technique in the attacking skill of shooting<br>I can dribble in basketball<br>I can use defending techniques<br>I can partake in match displaying sportsmanship | **Dance**<br>**Knowledge**<br>I know that timing and spacing can develop a dance.<br>I know there are counts in music<br>I know there are patterns to structure dance phrases on my own, with a partner and in a group<br>I know respect for others when working as a group and watching others perform must be shown<br>**Skills**<br>I can choose actions and dynamics to convey a character or ideas<br>I can respond imaginatively to a range of stimuli<br>I can use changes in timing and counts of the music<br>I can use simple movement | **Gymnastics**<br>**Knowledge**<br>I know what happens to your body when you exercise and how it can make you healthy<br>I know that changing level and shape is important<br>I know how to perform balances individually and with a partner safely<br>I know how body tension can improve the control and quality of movements.<br>**Skills**<br>I can use body tension to perform a range of balance<br>I can perform a range of jumps; pencil, tuck, straddle and star<br>I can perform a range of rolls; barrel, forward, log etc | **Tennis**<br>**Knowledge**<br>I know how to communicate with my teammates to apply simple tactics.<br>I know to return to the ready position to defend my own court.<br>I know how to share ideas and work with others to manage our game<br>I know and understand the rules of the game and use them often and honestly.<br>**Skills**<br>I can use a range of racket skills<br>I can use a racket to hit a ball to a target | **Cricket**<br>**Knowledge**<br>I know the technique of bowling<br>I know the terminology – bowler, stumps, runs<br>I know the rules of the game and begin to use them to play honestly and fairly<br>**Skills**<br>I can bowl to a target<br>I can use an overarm throw in a fielding position<br>I can use an underarm throw<br>I can use catching skills<br>I can strike a bowled ball after bouncing | **Athletics**<br>**Knowledge**<br>I know the difference in sprinting and jogging techniques<br>I know what happens in my body when I warm up<br>I know when I was successful and what I need to do to improve<br>I know how to Jump for distance with balance and control<br>**Skills**<br>I can use different techniques for jogging and sprinting.<br>I can use techniques for the long jump and triple jump<br>I can use overarm throw and underarm throw to hit a target |

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| Cultural capital | | Assembly Halls pantomime<br><br>Anglo Saxon Workshop | | Amelia Centre | | Howletts |