



Year 4-5

Spring 3 & 4 Year A



Science

What is Gravity?
Why does the sun appear to move across the sky?

Geography

How do we navigate our world?

French

En Classe

RE

Are Sikh stories important today?
What do Christians believe (What did) Jesus did to save human beings?

DT

Bridges
Which style of bridge will be strongest?

Computing

Digital Safety – Online Relationships
Programming – Microbit & Climate Change

PSHE

Digital Well-Being
Diverse Britain
LifeSavers Qu3
What can we use our money for?
Qu 4 How does our money help other people?

Art

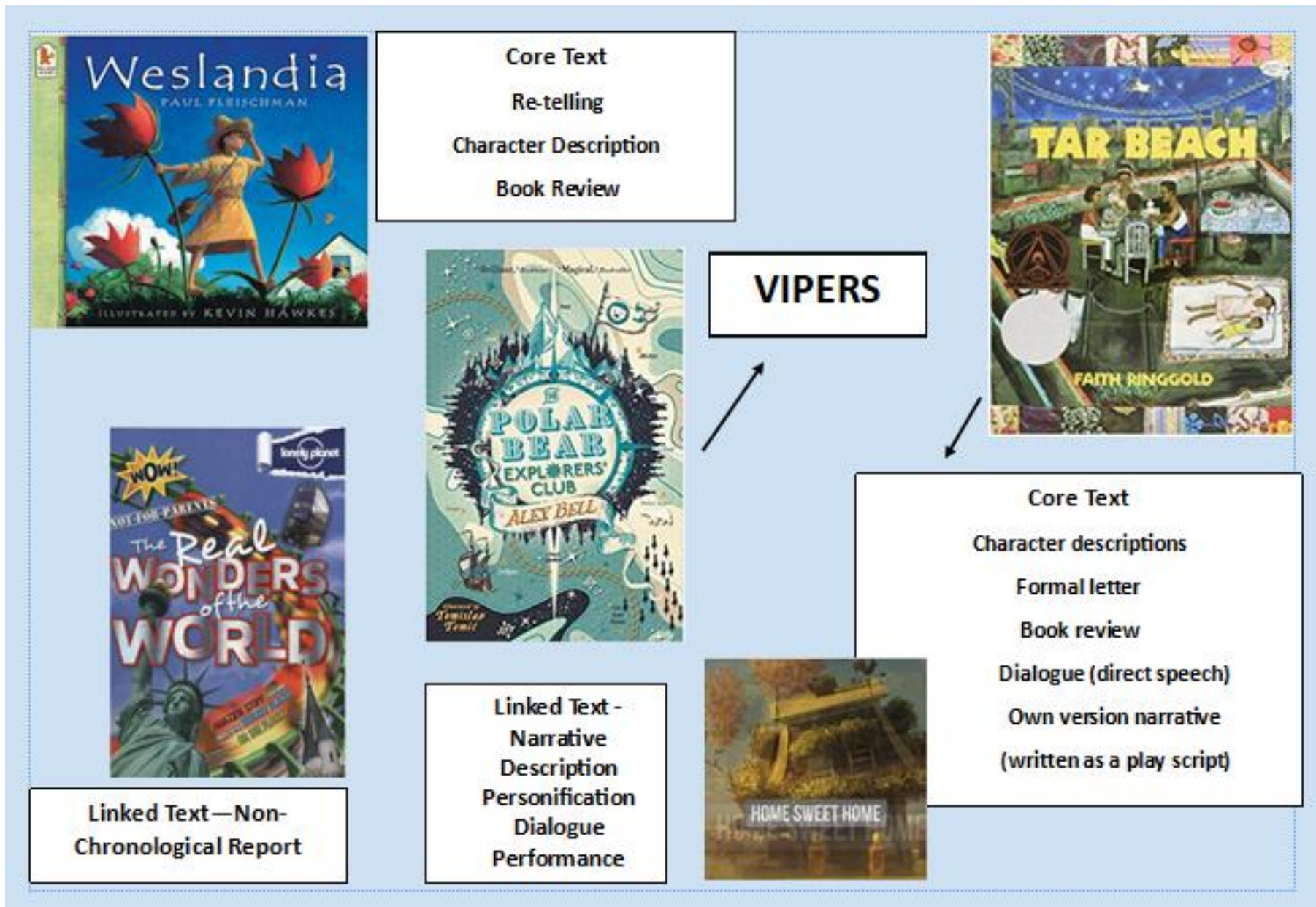
By painting large pictures, do we lose detail?
Artist study - David Hockney

PE

Hockey/Tennis with Up&Under
Invasion Games/OAA

Music

Make you feel my love - Charanga



Science

		Term: Spring	Year: Y4-5 2025-26
Foundations of previous learning: Observe changes across the four seasons. (Y1 - Seasonal changes) Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Children should be - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - identifying scientific evidence that has been used to support or refute ideas or arguments. I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Identifying scientific evidence used to support or refute ideas or arguments • Making observations and creating models based on research • Taking measurements using scientific equipment and reporting findings in the form of graphs.	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	heliocentric astronomy geocentric universe orbit Milky Way axis expand season eclipse gravitational force hemisphere black hole rocky planets mass gas planets dwarf planet moon solar system
	Assessment of Skills	Assessment of Knowledge	
	I can identify scientific evidence used to support or refute ideas or arguments. I can make observations and creating models based on research.	I can demonstrate in practical terms the effect of gravity. I can use a model to explain how the Earth moves in relation to the Sun and the Moon moves in relation to the Earth. I can demonstrate and explain verbally how day and night occur.	

Geography

How do we navigate our World?		Term: 3	Year: Y4-5 2025-26
Foundations of previous learning: <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans Use simple compass directions, locational and directional language to describe the location of features and routes on a map. Recognise human and physical features; devise a simple map; and use and construct basic symbols in a key. Use 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. 			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> Pupils should be taught to: *Locate the world's countries, using maps to focus on Europe (including the location of Russia), and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand and use the eight points of a compass, four figure grid references, symbols and a key.</p> <p>Y5 - Extend to 6 figure grid references with teaching of latitude and longitude, and 16 points of a compass.</p>	<p>To know key facts about each continent.</p> <p>To know the major cities of the larger countries in the three continents.</p> <p>To know which way the lines of longitude and latitude run and how they can be used for map reading.</p> <p>To know the names of and the position of the key lines of longitude and latitude - Tropic of Cancer, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>	<p>North America South America Europe Australasia/Oceania Asia Africa Antarctica Longitude/latitude Tropic of Cancer/Capricorn Equator Prime Meridian/Greenwich Meridian degrees Arctic/Antarctic Circle</p>
	<p>Assessment of Skills</p> <p>Children can:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four figure grid references, symbols and a key.</p> <p>Y5 - Extend to 6 figure grid references with teaching of latitude and longitude, and 16 points of a compass</p>	<p>Assessment of Knowledge</p> <p>Y4 - Locate some of the world's countries, using maps to focus on Europe and North America (Y4) Y5 - Children can identify the position and (<i>begin to understand the</i>) significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Y5 -On world map, locate some countries in Europe (including the location of Russia), Africa, South America and Australasia / Oceania and Antarctica. Y4 - Of the places studied outside of the UK, learn about environmental regions, key physical and human characteristics, countries, and major cities</p>	

RE

Are Sikh stories important today?		Term: 3	Year: Y4-5 2025-2026
Foundations of previous learning: How far would a Sikh go for his/her religion?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development</p> <p>- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.</p> <p>- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice</p>	To explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	<p>To know how some stories can teach people about what is important and how to behave.</p> <p>To recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p>	Guru Guru Granth Sahib Guru Nanak Khalsa
	Assessment of Skills	Assessment of Knowledge	
	I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	<p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p>	

RE

Salvation		Term: 4	Year: Y4-5 2025-2026
What do Christians believe (What did) Jesus did to save human beings?			
Foundations of previous learning: FS - UC Salvation Why do Christians put a cross in an Easter Garden? Y1/2 – UC – God Y2 What do Christians believe God is like? Y1/2 Salvation Y1 Why does Easter matter to Christians? Y3/4 UC Salvation - Why do Christians call the day Jesus died ‘Good Friday’? Y3/4 Discovery RE Salvation Is forgiveness always possible for Christians?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development</p> <p>- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.</p> <p>- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice</p>	<p>Children can- outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p>	<p>Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</p> <p>The Gospels give accounts of Jesus’ death and resurrection.</p> <p>The New Testament says that Jesus’ death was somehow ‘for us’.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).</p>	<p>Stations of the Cross</p> <p>Gospels</p> <p>sacrifice</p> <p>victory</p> <p>Holy Communion</p> <p>crucifixion</p> <p>resurrection</p>
	Assessment of Skills & Knowledge		
	<p>Pupils will know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been ‘saved’ or rescued by God.</p> <p>Pupils know the outline of events of the crucifixion (Passion narrative) from John 19.</p> <p>Pupils know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They know that Christians remember Jesus’ sacrifice through the service of Holy Communion/ Lord’s Supper/The Eucharist/the Mass).</p> <p>They know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this.</p>		

Computing

Project Evolve – Copyright and Ownership		Term: 4	Year: Y4-5 2025-2026
Foundations of previous learning: Online safety units via SWGFL and Thinkuknow			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge (Assessed via knowledge map before and after units)	Vocabulary
<ul style="list-style-type: none"> Understand the opportunities networks offer for communication and collaboration Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Know a range of ways to report concerns and inappropriate behaviour. Be discerning in evaluating digital content. 	I can assess and justify when it is acceptable to use the work of others. I can recognise fair dealing situations	I understand that some work is in the public domain. I now that even copyrighted work can be used, if this use is fair.	copyright permission ownership Internet World Wide Web copyright-free copyright-licensed
	Assessment of Skills	Assessment of Knowledge	
	I can give examples of content that is permitted to be reused and know how this content can be found online.	<ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission isn't fair I can explain what problems this might cause.	

Computing

Key Question - How has the impact of natural hazards on human populations changed between 1970 - 2022?		Term: 3-4	Year: Y4-5 2025-2026
Foundations of previous learning: Computer Science - We are Games Testers (Y2) Programming We are bug fixers (Y3)			
Unit Learning			
NC Objective - Coverage	Skills/Computational thinking	Knowledge	Vocabulary
<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 presenting data and information 	Computational Thinking <ul style="list-style-type: none"> Abstraction: Understanding that we need to know the high level functions of early warning systems, not the complex hardware and software attributes that enable them to operate. Decomposition: Understanding the parts and functions of early warning systems. Pattern Matching: Observing which parts of an early warning system are common amongst early warning systems with different purposes. Algorithms: Understanding the inputs to and outputs of different early warning systems. 	To understand the role of technology in combating natural hazards. To use sensors to input to a system To describe how a simple electrical circuit works. To describe how a circuit can be controlled by a physical device. To use selection in a program to produce and intended outcome	climate natural hazard hardware software input output repetition early warning system sensor microbit
	Assessment of Skills	Assessment of Knowledge	
	<ul style="list-style-type: none"> I can identify the differences between hardware and software. I can identify input, output and repetition in code. I can modify and complete code that utilises input, output and repetition and variables 	I can use sensors to input to a system I can describe how a simple electrical circuit works. I can describe how a circuit can be controlled by a physical device. I can use selection in a program to produce and intended outcome	

Bridges		Term: 3	Year: Y4-5 2025-2026
Foundations of previous learning: Y1-2 Key Question: How can we make a model house that stands independently? Structures Y1-2 Key Question: What mechanism can we use to make our windmill spin? Structures Y3-4 Key Question: Are greenhouses green? Structures			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To design and make products using a range of materials and components, matching the working characteristics of the materials to their tasks. To understand how structures can fail when loaded, and techniques for reinforcing and strengthening them, e.g. testing model bridges and arches to explore strengths and weaknesses.	To plan the making of their product, e.g. produce a simple list or annotated sketch To select appropriate materials, equipment, tools and techniques To measure, mark out, cut, shape and join a range of materials, using appropriate tools, equipment and techniques To find alternative ways of making if the first attempt fails To discuss their products, and evaluate their work.	To understand the different types of bridges and make the appropriate choice for the task set.	beam bridges construction pillars columns foundations truss bridges arch bridges suspension bridges prototype
	Assessment of Skills	Assessment of Knowledge	
	Children can refine methods and their design as work progresses, constantly reassessing and adapting design. Produce prototypes, building upon the previous, to optimise design.	That the resulting bridge is successful in fitting the criteria.	

Art

		Term: 4	Year: Y4-5 2025-2026
Foundations of previous learning: <ul style="list-style-type: none"> • Explored and recorded ideas and information from first-hand experience • Used a sketchbook or visual diary to store information • Explored ideas of relative size and scale • Explored how to show perspective using size, foreground and background • Used drawing and painting media to create texture and pattern • Learnt how to reflect on and modify their work. 			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> • To respond to a contemporary artist using different techniques and materials • To have an understanding of contrasting, adjacent colours <p>To explore pattern, recording, enlarging and extending them to realise their intentions.</p>	<p>They will experiment with creating a spectrum of colours using paint, and building up texture using brush strokes and tools for mark making.</p> <p>They will be able to critique their own work and suggest areas for future development.</p>	<p>To be able to recall David Hockney and some key events in his life.</p> <p>To explain what types of work he does and what colours/mediums he uses to produce his work.</p>	<p>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster</p> <p>Sketchbooks, record, observation, review, revisit, improve, design techniques, materials</p> <p>Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination</p>
	<p>Assessment of Skills</p> <p>Children will draw and paint a piece of work in the style of David Hockney’s landscapes, citing where he has inspired their work.</p>	<p>Assessment of Knowledge</p> <p>To create a biography to explain their understanding of Hockney’s life and work.</p>	

Music

Make you feel my love		Term: 3-4	Year: Y4-5 2025-2026
Foundations of previous learning: Charanga – Three Little Birds Y3 Lean on Me Y4 Livin’ on a Prayer Y5			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: 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	To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’. Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge. ● To rehearse and perform their part within the context of the Unit song.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
	Assessment of Skills & Knowledge		
	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. They can discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did they communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?		

PSHE

Digital Well-being LKS2		Term: 3	Year: Y4-5 2025-2026
Foundations of previous learning: KS1 – Digital Well-Being Year A Online Safety Day Project Evolve – Online Relationships; Online Bullying; Health, Well-Being and Lifestyle; Privacy and Security			
Unit Learning			
Themes	Skills & Knowledge Outcomes & Assessment		Vocabulary
<p>This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities.</p> <p>Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger.</p> <p>Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos.</p> <p>Children will also learn about pressures and challenges that are often associated with social media.</p>	<p>All children should be able to identify some positives and negatives of the Internet;</p> <ul style="list-style-type: none"> • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use. <p>Most children will be able to...</p> <ul style="list-style-type: none"> • recognise why it is important to balance time online and offline for wellbeing; • empathise with a cyberbullying victim; • respond appropriately to different online scenarios; • recognise the role they play in sharing information responsibly online; • understand the consequences of sharing certain information, images and videos online; • explain the potential negative impact from sharing things online. 		<p>Internet:</p> <p>online:</p> <p>social media:</p> <p>personal information:</p> <p>communication:</p> <p>respect:</p> <p>offline:</p> <p>behaviour:</p> <p>website:</p> <p>apps:</p> <p>bullying:</p> <p>cyberbullying:</p> <p>trolling:</p> <p>harassment:</p> <p>device:</p> <p>reliability:</p> <p>rules:</p> <p>cookies</p>

PSHE

Diverse Britain LKS2		Term: 4	Year: Y4-5 2025-2026
Foundations of Previous learning KS1 – Diverse Britain Year A LKS2 British Values – Mutual Tolerance and Respect			
Unit Learning			
Themes	Skills & Knowledge Outcomes and Assessment		Vocabulary
<p>About the Topic</p> <p>This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference.</p> <p>In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p>	<p>All children should be able to...</p> <ul style="list-style-type: none"> • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them. <p>Most children will be able to...</p> <ul style="list-style-type: none"> • describe the benefits of living in a diverse and multicultural society; • understand why democracy is important; • identify how rules and laws help them; • identify the rights of the British people; <p>Some children will be able to...</p> <ul style="list-style-type: none"> • describe what being British means to others. • show empathy for situations where people are not living in a democracy; • think in detail about what society would be like without rules and laws; • explain in detail their own thoughts on human rights; • discuss with confidence why showing respect and being tolerant of others is important; • identify how respect of differing opinions and ideas to their own can be shown. 		<p>multicultural:</p> <p>society:</p> <p>diverse:</p> <p>culture:</p> <p>identity:</p> <p>tradition:</p> <p>right:</p> <p>responsibility:</p> <p>democracy:</p> <p>equality:</p> <p>government:</p> <p>rules:</p> <p>liberty:</p> <p>respect:</p> <p>discrimination:</p> <p>stereotype</p>

French

		Term: 4	Year: Y4-5 2025-2026
Foundations of previous learning: All units from Y3/4 – All About Me, Food Glorious Food, Gone Shopping, Our School, Getting to Know You, Time, Family & Friends,			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality).	To have the skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. To demonstrate a growing ability to create independent responses.	Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d'...('I do not have') in French.	un livre un cahier un stylo une règle un taille crayon une calculatrice une trousse une gomme un sac à dos un bâton de colle des ciseaux un crayon
	Assessment of Skills	Assessment of Knowledge	
	To be able to say and write about the contents of their pencil case/school bag in French.	I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners. • I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. • I can recall in spoken and written form what I have and do not have in my pencil case.	

PE

Invasion Games		Term: 3	Year: Y4-5 2025-2026
Foundations of previous learning: FS – Multi-skills, Striking & fielding Y1/2 – Invasion games (Y1), Attacking and defending (Y1) Attacking and defending (Y2) Invasion games (Y2) Coordination with team games (Y2) Y3/4 – Invasion Games Y3 Basketball/ Football/Hockey/Tennis/ Handball/Lacrosse			
Unit Learning			
NC Objective - Coverage	Skills & Knowledge		Vocabulary
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, football, hockey, basketball & netball) and apply basic principles suitable for attacking and defending</p>	<p>Throw and catch with control and accuracy. Use a range of skills to help them keep control of the ball. Strike a ball and field with control using both hands and feet. Use jumping, throwing, running and catching skills alongside strength, flexibility and balance. Link movements and actions together accurately and appropriately.</p>	<p>To pass to team mates at appropriate times using effective methods with an awareness of the desired outcome. To lead others and act as a respectful team member. To follow the rules of the game and play fairly.</p>	<p>Attack Defend Dribble Passing Play Receiving Support Bounce pass Chest pass Shoulder pass Overhead pass Collaboration Dodging Footwork Goal High 5 Netball Intercepting Marking Names of positions Non-contact Pivot Point Signal</p>
	<p>Assessment of Skills</p> <p>To use a range of skills to help them keep control of the ball. To strike a ball and field with control using both hands and feet.</p>	<p>Assessment of Knowledge</p> <p>To pass to team mates at appropriate times using effective methods with an awareness of the desired outcome. To lead others and act as a respectful team member.</p>	

PE

OAA		Term: 4	Year: Y4-5 2025-2026
Foundations of previous learning: Orienteering Y3/4			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Take part in outdoor and adventurous activity challenges both individually and within a team	Learn how to evaluate and recognise their own success Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. To follow a map with a degree of confidence. To work well in a team developing problem-solving skills.	To know that they warm up before exercise. To know what equipment they would need for their activities. To describe the reasoning behind their thinking. To describe how the body reacts at different times and how this affects performance whilst showing leadership skills. To understand why clear symbols are useful on a map.	Obstacle, senses, exercise, leadership, adapt, taking a chance, course, problem-solving, challenge, different, control card, navigate, space, sportsmanship, follow, map, markers, orienteer, space, anagram, orienteering, fitness, health, jogging, star jumps, linear pathway, stretch, circles, agility, bounce, crouch,
	Assessment of Skills Children can: Show good leadership skills within my group. Adapt my leadership skills to different challenges. Read and follow a map with increasing accuracy and confidence and within a time limit.	Assessment of Knowledge Children can: Name at least three qualities of good sportsmanship. Design map symbols. Accurately plot symbols on a map.	