Year 4 Curriculum Map

[OAT] Ormiston Academies Trust
AN OAT ACADEMY

ENGLISH	**Writing: The Write Stuff** **Charlie and the Chocolate Factory by Roald Dahl** **Gut Garden by Katie Brosnan** **Writing Genres:** Narrative- Short Story Explanation **Grammar:** • Noun phrases • Adjectives • Adverbs • Similes • Conjunctions • Alliteration Questions • Verbs • Precise verbs • Precise adverbs • Metaphors • Similes • Adverbial phrases • Casual conjunctions • Synonyms **Punctuation:** • Inverted commas for speech • Ellipsis • Paragraphs • Question marks **Spelling Rules** • Double consonants • Syllable division • 'ch' and 'tch' • 's' and 'es' suffix • Split digraphs 'ee' spelt 'y' Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. **Reading** **Charlie and the Chocolate Factory by Roald Dahl**	**Writing: The Write Stuff** **The Journal of Iliona by Richard Platt** **The boy, the mole, the fox and the horse by Charlie Mackesy** **Writing Genres:** Recount – Diary Narrative **Grammar:** • Verbs • Adjectives • Adverbial phrases • Similes • Metaphors • Comparative conjunctions • Rhetorical questions • Verbs • Adjectives • Fronted adverbials • Similes • Metaphors • Questions • Prepositions • Rhetorical questions • Conjunctions **Punctuation:** • Exclamation marks • Question marks • Colons • Inverted commas for speech • Apostrophe for possession • Question marks • Commas in a list **Spelling Rules** • 'oy' and 'oi' • 'ed' suffix • 'er' and 'est' suffixes • 'ing' suffix • 'j' ending • 'll' ending Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight.	**Writing: The Write Stuff** **The Journey by Aaron Becker** **The River by Peter Hellar** **Writing Genres:** Narrative Poetry **Grammar:** • Noun phrases • Adjectives • Verbs • Precise verbs • Fronted adverbials • Similes • Metaphors • Prepositions • Alliteration • Repetition • Rhetorical questions • Subordinate conjunctions • Antonyms • Rhyme • Precise verbs • Metaphors • Personification **Punctuation:** • Inverted commas for speech • Exclamation marks • Question marks • Commas **Spelling Rules** • Suffixes after a 'y' • 'less' 'ment' 'ful' and 'ness' suffixes • 'ly' suffix • 'tion' and 'sion' • Prefixes Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. **Reading - The Jungle Book by Rudyard Kipling**	**Writing: The Write Stuff** **Feast from Walt Disney Animation Studios** **Banning Social Media** **Writing Genres:** Narrative Article **Grammar:** • Noun phrases • Adjectives • Adverbial phrases • Fronted adverbials • Similes • Opposition conjunctions • Alliteration • Repetition • Prepositions • Relative clauses **Punctuation:** • Inverted commas for speech • Question marks • Quotations • Question marks • Apostrophe for possession • Fronted adverbials • Power of three • Adverbial phrases • Figurative speech • Compound sentences • Superlatives • Passive voice • Alliteration **Spelling Rules** • sure' and 'ture' • 'ous' and 'ious' • Vowel suffixes • 'cian' and 'ssion' • 'cial' and 'tial' • 'able' 'ible' 'ably' and 'ibly' Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight **Reading - The Jungle Book by Rudyard Kipling**	**Writing: The Write Stuff** **The Wizards of Once by Cressida Cowell** **Arthur and the Golden Rope by Joe Stanton** **Writing Genres:** Newspaper Narrative **Grammar:** • Adverbs • Alliteration • Precise verbs • Adverbial phrases • Similes • Expanded noun phrases • Prepositional phrases • Subordinate conjunctions • Power of three • Reported speech • Relative clauses • Adverbs • Precise verbs • Conjunctions • Adverbial phrases • Repetition • Fronted adverbials • Superlatives • Similes • Rhetorical questions **Punctuation:** • Quotations • Inverted commas for speech • Bullet points • Question marks • Brackets • Inverted commas for speech • Apostrophes for possession **Spelling Rules** • 'cious' and 'tious' • 'ant' 'ent' 'ancy' 'ency' • Vowel suffixes • 'ei' and 'ie'	**Writing: The Write Stuff** **The Princess and the Pea by Lauren Child** **Holiday Brochure- Sicily** **Writing Genres:** Narrative Persuasive **Grammar:** • Expanded noun phrases • Adjectives • Precise verbs • Modal verbs • Adverbs • Alliteration • Prepositions • Similes • Metaphors • Rhetorical questions • Relative clauses • Expanded noun phrases • Adjectives • Verbs • Adverbs • Imperative verbs • Precise verbs • Alliteration • Conjunctions • Similes • Metaphors • Personification • Relative clauses **Punctuation:** • Question marks • Inverted commas for speech • Commas in a list • Question marks **Spelling Rules** • Hyphens • Silent letters • Consolidation of previously taught rules Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. **Reading - The Wizards of Once by Cressida Cowell**

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	Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	**<u>Reading -</u> The Journal of Iliona by Richard Platt** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. **<u>Reading -</u> The Wizards of Once by Cressida Cowell** Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)	Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing and expression.)
	Reasoning with large numbers - 4-digit place value. Read, write, represent, order and compare - Find 10, 100 or 1000 more or less - Round numbers to the nearest 10, 100 or 1000 **Addition and subtraction** - Select appropriate strategies to add and subtract - Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	**Multiplication and division** - Distributive property including multiplying three 1-digit numbers -Mental multiplication and division strategies using place value and known and derived facts - Short multiplication and division **Discrete and continuous data** - Read, interpret and construct pictograms, bar charts and time graphs - Compare tables, pictograms and bar charts	**Securing multiplication facts** - Identify and explore patterns in multiplication tables including 7 and 9 **Fractions** - Explore different interpretations and representations of fractions - Equivalent fractions - Represent fractions greater than one as mixed number and improper fractions - Add and subtract fractions with the same denominator including fractions greater than one	**Time** - Analogue to digital, 12- hour and 24-hour - Convert between units of time **Decimals** - Decimal equivalents to tenths, quarters and halves - Compare and order numbers with same number of decimal places - Multiply and divide by 10 and 100 including decimals **Area and perimeter** - Perimeter of rectangles and rectilinear shapes - Area of rectangles and rectilinear shapes - Investigate area and perimeter	**Solving measures and money problems** - Convert units of measure - Select appropriate units to measure - Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically **Shape and symmetry** - Classify, compare and order angles - Compare and classify 2-D shapes - Identify lines of symmetry	**Position and direction** - Describe and plot using coordinates - Describe translations **Reasoning with patterns and sequences** - Roman numerals up to 100 - Place value of other number systems - Number sequences and patterns **3D shapes** - Use understanding of 3-D shapes - Identify 3-D shapes from 2-D representations
HISTORY/ **GEOGRAPHY**	**History** **Roman Invasions** **Why did the Romans invade Britain and how successful were they?** Children will learn: • Who lived in Roman Britain? • What was life like in a Roman town and how were those towns connected? • What did the Romans believe, and did they bring their beliefs to Britain?	**History** **Roman Britain** Children will learn: • Who were the Romans and why did Ceasar want to invade Britain? • Who were the tribal Britons and what happened when Claudius invaded? • Why were the Roman military so successful in expanding the Empire? • Who was Boudicca and how did she challenge the Roman occupation? • How did the Romans attempt to defend the land they had	**Geography** **Amazon: Rivers and Rainforests** **What is the Amazon, why is it significant and should it be protected?** Children will learn: • What are some of the key physical features of South America? • What are some of the key human features of South America? • What are tropical rainforests and where are they found? • What is it like inside a tropical rainforest? • Which animals call a tropical rainforest their home? • Do people live in the Amazon rainforest? • What is happening to the Amazon rainforest? • What are the features of a river and where in the world are major rivers found? • How has the Amazon River shaped the land? • How is the Amazon River used?		**History** **Maya Civilisation** **Who were the Ancient Maya and how successful was their civilisation?** Children will learn: • When and where did the Ancient Maya live? • What do we know about the Ancient Maya people and their cities? • What did the Ancient Maya believe? • Which foods did the Ancient Maya eat?	**Geography** **USA** **What is it like in the USA?** • Where in the world is the USA and what is the climate there like? • What are the states of the USA and how do their populations vary? • What is the physical landscape like across the USA? • What are some of the most significant manmade landmarks in the USA? • State study: How does California compare to other states?

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	• How did the Romans link Britain to the rest of the Roman Empire? • What influence have the Romans had on our words and numbers? • What can we learn from investigating an archaeological site?	invaded whilst still conquering more? • What caused the decline and fall of Roman Britain?		• How did the Ancient Maya read, write and tell the time? • What happened to the Ancient Maya people?	• State study: What is it like in New York and in New York city?
	Biology **Teeth and eating** Children will learn to • describe the simple functions of the basic parts of the digestive system in humans • identify different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	**Chemistry** **States of matter** Children will learn to • 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 • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature •	**Biology** **Living thngs and the environment** Children will learn to • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	**Physics** **Sound** Children will learn to • 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	**Physics** **Electricity** Children will learn to • 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 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 a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors •
ART / D&T	**Art – Story telling through drawing**	**Design and Technology** **Food** Design • Designing appealing products for specific user • Generating ideas and communicating through discussions and drawings (labelling plan). Make • Selecting a range of ingredient that could work well together. • Using simple utensils and equipment. Evaluate	**Art – Exploring Pattern**	**Design and Technology** **Textiles** Design • Generate design criteria for an appealing, functional product for specific users. • Produce annotated sketches and prototypes • Investigate a range of 3-D textile products • Understand that 3-D textiles are made by making 2 identical shapes. Make • Select from a range of tools and materials to perform a task	**Art – Exploring Still Life**	**Design and Technology** **Circuits** Design • Learn about what is a simple circuit. • Use annotated sketches to communicate ideas. • Understand and use electrical systems in their products such as series circuits incorporating switches, bulbs and buzzers. Make • Pupils design and make a purposeful product using electric circuit. Evaluate

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	Disciplines: Drawing, Sketchbooks Key Concepts: **That we can tell stories through drawing.** **That we can use text within our drawings to add meaning.** **That we can sequence drawings to help viewers respond to our story.** **That we can use line, shape, colour and composition to develop evocative and characterful imagery.** Children are exploring how we can create sequenced imagery to share and tell stories. Introduced to two artists: one an illustrator and the other a graphic novelist and author. Using sketchbooks to gather ideas from the way the artists work. Exploring either the creation of an accordian book – exploring how we can use drawing in an illustrative or even fine art sense to tell stories. or -children draw upon graphic novels and make a comic strip style telling of a piece of poetry. 	Tasting and evaluating final product against original design criteria.	Disciplines: Drawing, Collage, Design **Key Concepts:** **That the act of making drawings can be mindful.** **That we can use line, shape and colour to create patterns.** **That we can use folding, cutting and collage to help us create pattern.** **That we can create repeated patterns to apply to a range of products or outcomes.** Children are: exploring pattern and developing a range of technical skills and knowledge through drawing and collage. working with pattern which can be a mindful activity, and that as humans we respond to patterns made by other people. 	Evaluate Evaluate their product against design criteria and how to improve.	Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief **Key Concepts:** **That when artists make work in response to static objects around them it is called still life.** **That still life has been a genre for many hundreds of years, and is it still relevant today.** **That when artists work with still life, they bring their own comments and meaning to the objects they portray.** **That we can make a still life creative response in many media: drawing, painting, collage, relief…** **That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.** Children are: introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Revisiting and developing their drawing (and looking) skills using observational drawing of physical objects. Exploring a project, either working in collage, photography and paint, clay relief, or graphic still life. Consolidating and developing their understanding of how we can use line, shape, colour, texture, form and composition to make their work. 	Understand how key events/ people in D&T have helped shape the world.
	Introduction to Sikhism Sikhism: Beliefs - Looking at the demographics of Sikhism in London and globally - Learning about the life of Guru Nanak, the Five Ks and Sikh beliefs about God and the afterlife Sikhism: Practices Looking at the gurdwara, Sikh weddings, langar and the festival of Vaisakhi		**Christianity: Art and Stories** What do stories in the Bible tell us about Christianity? - Looking at more Bible stories through the Story Whoosh Bible - Using art to foster discussion about the stories and their importance to Christians - Preparing and performing a short play based on one of the stories What does a church look like? - Looking at different churches and the different architectural styles found in London		**Islam: Teachings and Action** What are the Five Pillars of Islam? - Learning about the Five Pillars of Shahada, Salat, Sawm, Zakat and Hajj - Looking at each in turn and learning how they impact the life of Muslims What does London's Muslim community look like? - Learning about the demographics of Islam in London Looking at the festival of Eid and the Grand Iftar and how they are celebrated in the UK	

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			Learning about the different styles of worship which take place in churches.			
Music	**Musical Spotlight:** Musical Structures Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music. **Social Question:** How Does Music Bring Us Together? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭	**Musical Spotlight:** Exploring Feelings When You Play Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods. **Social Question:** How Does Music Connect Us with Our Past? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B	**Musical Spotlight:** Compose with Your Friends When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music. **Social Question:** How Does Music Improve Our World? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B	**Musical Spotlight:** Feelings Through Music Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear. **Social Question:** How Does Music Teach Us About Our Community? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F♯, G, A, B♭, B	**Musical Spotlight:** Expression and Improvisation Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics. **Social Question:** How Does Music Shape Our Way of Life? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B	**Musical Spotlight:** The Show Must Go On! Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to. **Social Question:** How Does Music Connect Us with the Environment? **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B, B, C♯
	Fruits • Name, recognise and remember up to 10 fruits in French. • Attempt to spell some of these nouns with their correct article/ determiner. • Ask somebody in French if they like a particular fruit. • Say what fruits we like and dislike in French.	**Vegetables** • Name, recognise and remember up to 10 vegetables in French. • Attempt to spell some of these nouns with their correct article/ determiner. • Ask somebody in French if they like a particular vegetable. • Say what vegetables we like and dislike in French.	**Presenting Myself** • Use basic greetings in French, ask somebody how they are feeling and reply when asked. • Ask somebody their name in French and reply when asked. • Recall numbers 1-20 in French. • Ask somebody how old they are in French and reply when asked. • Ask somebody where they live in French and reply when asked. • Express my nationality in French and understand basic gender agreement rules.	**My Family** • Remember the nouns for family members in French from memory. • Describe our own or a fictitious family in French by name, age and relationship. • Count up to 100 in French. • Understand possessive adjectives better in French ('my' form only).	**N/A**	**In the Classroom** • Recall from memory a selection of nouns and indefinite articles for common classroom objects. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case. • Respond to simple classroom commands.

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COMPUTING	**Digital Literacy** **E-safety** Revisited throughout the academic year. The children will learn... • To talk about various uses of technology • To talk about ways they can protect themselves and friends from harm online, including a secure password • To use technology safely, respectfully and responsibly, recognising acceptable and unacceptable behaviour • To identify a range of ways to report concerns	**Information Technology** **Microsoft Word** The children will learn... • To use search technologies effectively • To use a keyboard confidently and make use of spellchecker to write and review work • To select and use software to collect and present information • To confidently save and open files	**Information Technology** **Microsoft PowerPoint** The children will learn... • To select and use software to present information • To change the appearance of text to increase its effectiveness • To use photos, video and sound to create an atmosphere when presenting to different audiences • To share work and collaborate online	**Digital Literacy** **Emails** The children will learn... • To discuss and evaluate ways to communicate with others online • To compose and send an email to multiple friends • To check their inbox for emails • To open emails and reply appropriately • To attach an image to an email	**Computer science** **Coding and algorithms** The children will learn... • To design, write and debug programs that accomplish specific goals • To solve problems by decomposing them into smaller parts • To use sequence, selection and repetition in programs • To use logical reasoning to explain how some simple algorithms work • To detect and correct errors in algorithms and programs	
	Human Rights Children will learn what rights and they are entitled to and what responsibilities they have. They will understand the UN Convention on the Rights of the Child and how this impacts them. • Do we all have the right to play? • What rights and responsibilities do we have in our classrooms? • What is the UNCRC? • What happens when rights are taken away?	**Respect, Falling out and Making Up** Children will understand what makes a strong friendship and understand how they can ensure they are forming healthy relationships. Children will be supported by Tender as part of the RE:SET Healthy Relationships Programme. • What makes me happy and how can I help bring some happiness to others? • Why is friendship important • What makes a good friend? • How can I stand up for myself? • Is teasing respectful? • What can we do when we fall out with friends? • How can we show respect to others when friendships break down? • What does it feel like to be excluded? • Who are my five trusted people? • What does a healthy friendship look like?	**Nutrition and Dental Health** Children will have an understanding of how to stay healthy including diet, exercise and their dental health. • What is a healthy diet? • What is a poor diet and how does being unhealthy affect us? • How can I recognise when I am not physically well or my body is becoming unhealthy and what can I do? • How can I create a healthy meal? • How can I keep my teeth healthy and what are the benefits?	**Emergency situations** Children will learn some basic first aid and preventative measures to keep themselves safe. They will also have an understanding of the work undertaken by our emergency services and show gratitude for this. • What is an emergency? What is first aid? • How can we prevent fire-based emergencies and keep ourselves safe. • How can we keep safe near water? • YSA: How can we say 'thank you' for the work that the emergency services do?	**Money matters** Children have an appreciation of where money comes from and what they choose to spend their money on. They will also have an understanding of how money is managed. They will also focus on raising aspirations including thinking about their career choices and how they will achieve this. • Where does money come from and how can it be used? • What does society do to manage our money? • What can we do to earn money? • YSA Enterprise Project: How does business work and how can we help others?	
	PE – Health and Fitness • I can follow some complex aerobic steps in time to the music. • I can demonstrate exercise to target the core muscles.	**PE – Gymnastics** • I can perform a variety of rolls, including a forward roll safely. • I can perform more complex sequences with a partner using mirroring.	**PE – Dance** • I can perform simple tap routines including the key actions. • I can choreograph a simple tap routine with clarity and fluency.	**PE – Tag rugby** • I can execute a successful pass of a rugby ball while on the move • I can gain possession of the ball by intercepting a pass • I can use defending and attacking skills to score a try.	**PE – Tennis** • I can demonstrate forehand and backhand passes. • I can develop my volley technique. • I can perform a variety of shots.	**PE – Athletics** • I can run over a long distance. • I can link running and jumping activities with some fluency, control and consistency. • I can throw a variety of objects forwards using accuracy.

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PE	• I can demonstrate a dynamic stretch in my warm-up. • I can identify some muscle groups used in various activities. • I can explain where the 'core' muscles are and what they do. • I can explain why it is important to warm-up and cool-down. • I can explain the difference between a static and dynamic stretch.	• I can begin to use appropriate vocabulary to describe how to improve and refine performances. • I can explain the success criteria needed to be a professional gymnast.	• I can be inspired by Gene Kelly's work. • I can teach some basic tap steps to my partner. • I can use complex dance vocabulary to describe how to improve and refine performances. • I can explain the definitions of unison and cannon. • I can recall information about Gene Kelly.	• I can use my attacking and defending skills and knowledge to make tactical decisions.	• I can explain what makes a rally successful. • I can explain the rules of Tennis.	• I can confidently explain the importance of safe landing when jumping and impact if done incorrectly.
	Games – Hockey • I can keep contact with the ball and stick whilst moving • I can pass and shoot the ball accurately • I can gain possession of the ball • I can work as part of team to achieve a goal • I can explain the different positions in a hockey and the job role of each position • I can explain how to pass the ball accurately • I can explain how to block tackle • I can explain where to stand during a game to benefit my team	**Games – Badminton** • I can use a badminton racket to control an object • I can use a badminton racket to strike a shuttlecock with accuracy and control • I can use chasse and running steps to move around the court • Defend against an opponent scoring a point. • I can explain the ready position and why it is important in a badminton game • I can explain which shots to use during a game of badminton • I can explain how to attack and defend using space in badminton	**Games – Basketball** • I can bounce and dribble in and out of opponents • I can throw ball into a target whilst jumping • I can pass ball to team player at speed • I can support team by using spatial awareness • I can use tactics with team • I can work as part of a team to score a goal • I have marked another player from the opposite team	**Games – Football** • I can use my dribbling skills to attack the space • I can pass the ball to another player with control • I can mark another player • I can explain the positions played in football • I can explain how to mark a player • I can explain how to tackle to ball safely	**Games – Netball** • I can stay in a 'zone' during a game. • I can defend my opponent. • I can confidently demonstrate a chest pass, bounce pass and a shoulder pass. • I can catch the ball confidently with two hands. • I am aware of space and can use it to support teammates and defend opponents appropriately. • I can stay in a 'zone' during a game. • I can explain the difference between a chest pass, shoulder pass and bounce pass.	**Games – Cricket** • I can use running, jumping, throwing and catching in isolation and in combination. • To learn attacking hitting techniques for batting in cricket • I can explain the scoring system within cricket • I can explain the job role of an umpire • I can work as part of a team to stop the opposing team from scoring a point