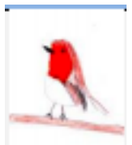
Robins - 2 Year Rolling Topic – Cycle 2 **2024-2025**

	AUTUMN		**SPRING**		**SUMMER**	
Possible Trips/ Workshops/ Visitors	Visit to the local area			Vicar in to talk about Pascal	Virtual trip to La Plagne	Butser Farm
Additional enrichment/ Enhancement activities	Harvest Festival Fairtrade Fortnight	Bonfire Night Anti Bullying week Remembrance Day World Nursery Rhyme week Children in need Christmas Jumper Day Nativity Performance	Valentines Day Lunar New Year Pancake Day	STEM week World Book Day Internet Safety Day Easter Fossil kits	World Earth Day	Sports Day Global Awareness Week
Big Enquiry Question and Key Subject Driver	**How is reality affected by perspective? - Art**	**Do actions always speak louder than words? – History/ PSHE**	**What is the difference between fairness, equality and equity?- Geography**	**What makes something or someone great? - History**	**How does where we live shape how we care for the environment? - Geography & World Earth day**	**What makes a civilisation thrive or fall? - History and Global awareness week**
Robins  Year 4	Geography Topic Title: **Our Local Area- Preston Candover** What is unique about our local area? **Knowledge/Key Concepts:** - Identify where in the world Europe is and what it's like - Identify where in the UK our local area is and what it's like - Identify land use in UK - Draw conclusions about where we would like to live and justify - Identify how our land use has changed - Identify our local issue - Appreciate our local area ***Fieldwork:*** *Chn explore the qualities of areas within their local area to decide where different groups of people would be best suited to live.*	History Topic Title: **Romans-** What was the Roman Empire's most significant impact in Britain? **Knowledge/Key Concepts:** - Dates of the Roman Empire/invasion of Britain - Some idea of the size/ spread of the Roman - Empire. - Understands major changes made in Britain by - the Romans, including what Romanization was. - Knows some things that changed/ remained the same during and after the Roman occupation.	Geography Topic Title: **Ivory Coast- Economic** What is unique about chocolate? (Link to Fairtrade Fortnight) **Knowledge/Key Concepts:** - Identify where in the world Africa is and what it is like - Identify where in Africa the Ivory Coast is and what it is like - Explore what connects us to the Ivory Coast - Identify where cocoa is grown - Explain who grows the cocoa - To explain how the cocoa gets from the Ivory coast to the UK - To identify what it is like in a chocolate factory - To identify what is unique about chocolate ***Fieldwork:*** Explore the types of jobs that people have in the local area	History Topic Title: **Alfred the Great** **Knowledge/Key Concepts:** - Identify Key information about Alfred as a person (E.g, family background and personal timeline) - Explore aspects of Alfred's reign and legacy (E.g, When he became king, relationship to the Saxons/Vikings - Identify contemporary and later opinions of King Alfred and his reign (E.g, his victories over the Danes) - Describe simply and use examples to show how the events during Alfred's reign had consequences for Britain. - Decide, using a range of evidence from different viewpoints, whether these consequences were good or bad and how these contribute to Alfred reputation as being great. - Draw upon different sources of evidence to justify their answers.	Geography Topic Title: **European study Ski resort - La Plagne - *France*** **Enquiry question:** Is La Plagne a world away from our local area? La Plagne is a world away from our local area. **Knowledge/Key Concepts:** - Location of each continent and ocean. - Identify continents and oceans bordering Europe. - Identify the human and physical features of Europe (and France) and describe the pattern across the continent using the four points of a compass. - Key locational and positional vocabulary. - Human and physical features of La Plagne and their local area. - Use maps and images to compare the similarities and differences between the two places. - Understand how the settlement and land use are different between the locations. - Different climates, the changes throughout the year and how this affects people's lives. - Explore why the climate is different up a mountain compared to Hampshire. - Identify how La Plagne makes money and will compare the similarities and differences to their local area ***Fieldwork*** Chn will explore how people are employed in their local area and how people spend their money to benefit the local area.	History Topic Title: **Vikings- Law breakers or Law Makers?** Enquiry question: Were Vikings raiders or traders? **Knowledge/Key Concepts:** - Understand how knowledge of the past is obtained and constructed. - Describe how different interpretations arise. - To understand that historical understanding is being continuously revised. - To learn about Viking raids and invasions. - To understand the push and pull factors for Viking invasions. - Explain consequences in terms of immediate and longer term effects and how people were affected differently. - Link causes and explain that one cause might be linked to another. - Compare and contrast Viking lives to our lives now. - Explore Viking culture.

Science Topic Title: Magnets

Knowledge Block 1- What magnets do
- Magnets exert **attractive forces** on some **metals**

Knowledge Block 2- Magnets don't need to touch
- Magnetic forces work through other materials including air, so magnets don't need to be touching to **exert** their force. It is called a **non-contact force**

Knowledge Block 3- Magnets attract and repel
- Each end of a magnet is called a **pole**, opposite poles are called north and south.
- Magnets exert **attractive** forces on each other when the poles facing each other are north and south (opposites).
- Magnets exert **repulsive** forces on each other when the poles facing each other are the same.

Knowledge Block 4- what affects magnetic strength

The strength of magnetic forces is affected by:
- The strength of the magnet.
- The distance between the magnet and the object.

The material the object is made from.

Topic Title: Living things

Knowledge Block 1- Classifying living things
- Living things can be divided into groups based upon their characteristics
- **Classification keys** help group, identify and name living things
- Animals can be classified as **vertebrates** (having a spine) or **invertebrates** (lacking a spine)
- In any habitat there are **food chains** and webs where **nutrients** are passed from one **organism** to another when it is eaten
- If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others

Knowledge Block 2- Life cycles
- Mammals, amphibians, insects and birds have different life cycles.
- Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always.
- All animal life cycles begin with growth and development followed by reproduction.
- Some animals undergo a complete **metamorphosis** as they grow. Metamorphosis is a process where animals undergo an abrupt and obvious change in the structure of their body and their behaviour.
- Some animals are eusocial. This means they live in colonies (groups) with one animal or group producing young and the others working to care for them.

Knowledge Block 2- Environmental change
- **Environmental change** affects different habitats differently
- Human activity significantly affects the environment

Different organisms are affected differently by environmental change

Set up longitudinal study

Science Topic Title: Solids, liquids and gases

Knowledge Block 1- Properties of solids, liquids and gases
- Materials can be divided into solids, liquids and gases.
- **Solids** hold their shape unless forced to change.
- **Liquids** flow easily but stay in their container because of **gravity**. The more **viscous** a liquid the less runny it is.
- **Gases** move everywhere and are not held in containers by **gravity**.

Knowledge Block 2- Changing state
- **Heating** causes solids to **melt** into liquids and liquids to **evaporate** to gases.
- **Cooling** causes gases to **condense** to liquids and liquids to **freeze** to solids.

Knowledge Block 3- Melting, freezing, boiling and condensation temperatures
- Different substances change **state** at different temperatures but the temperatures at which given substances changes state is always the same.

Knowledge Block 4- All about the water cycle
- The temperature at which a substance **melts** from a solid to a liquid is the same at which it **freezes** from a liquid to a solid.
- The temperature at which a substance **boils** from a liquid to a gas is the same at which it **condenses** from a gas to a liquid.
- Liquids **evaporate** slowly, even below their boiling temperatures.
- The water cycle is the process by which water is continuously transferred between the surface of the earth and the atmosphere.

Liquid water evaporates into water vapor, condenses to form clouds, and precipitates back to earth in the form of rain and snow

Topic Title: Rocks and soils

Knowledge Block 1- The different types of rocks
- A **rock** is a solid material made up of **minerals** forming part of the surface of the Earth
- Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface.
- Some rocks, called **ores** contain metals
- Some rocks are made of **grains** squashed together and can contain the remains of long-dead organisms, called **fossils**. This type of rock is called **sedimentary** rock, an example would be **limestone**, **sandstone** or **mudstone**
- Some rocks are made of **crystals** that are locked tightly together. These are called **igneous** and **metamorphic** rocks; an example of igneous rock is **granite,** and an example of metamorphic rock is **slate**

Knowledge Block 2- The properties of rocks
- These three types of rocks all have different properties to each other, including **porosity**, **hardness**, reaction to chemicals
- The properties of the rock depend on how the rock was formed, e.g. Some igneous rocks form from lava from volcanoes and cool very quickly leading to very small crystals

Knowledge Block 3- The structure of soils
- **Soil** is made up of small broken-down pieces of rock.
- Soil contains a range of different size rock pieces, e.g., sand grains or stones.
- Soil also contains **humus** (rotted plant material)
- Soil made of very fine rock is called **silt** or **clay**.

Science Topic Title: Plants and their food production

Knowledge Block 1- Plants don't go to McDonalds
- Plants do not eat food so have to make their own.
- This food provides then with energy, and materials to grow
- To make the food (sugar) plants need water from the ground, **carbon dioxide** from the air and light from the sun.
  - The water is taken up through the **roots** from the **soil**
  - The carbon dioxide is taken in through the **leaves**

As well as food, plants also make **oxygen** which is given out back into the air through the leaves

Conclude longitudinal study

LONGITUDINAL STUDY – tbc after discussion with the pupils

Art
Topic Title: Surrealism

Knowledge/Key Concepts:
- Drawing
- Painting
- Printing

Outcome: Surrealism painting and printing
Artist/Designer: Salvador Dali

DT
Topic Title: Structures- Shell

Knowledge/Key Concepts:
- Develop and use knowledge of how to construct strong, stiff shell structures.
- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.

Art
Topic Title: Environmental Changes
Links to 'The Window' Jeannie Baker

Knowledge/Key Concepts:
- Drawing
- Painting
- Collage
- Textiles

Outcome: Collage showing Environmental Change
Artist/Designer: Henri Rousseau

DT
Topic Title: Food Tech

Knowledge / key concepts:
- To know that different foods and drinks provide what the body needs to be heathy.
- Classify food according to appearance, smell, taste, texture, colour, how grown, how produced and how eaten.
- To be able to design a healthy food snack and observe how ingredients,

Art
Topic Title: Dragons

Knowledge/Key Concepts:
- Drawing
- Painting
- Sculpture- clay
- Art and ICT

Outcome: Clay Dragon Eyes
Artist/Designer: Christine Mitzuk and Elaina Wagner

DT
Topic Title: Mechanisms, Levers and Linkages

Knowledge/Key Concepts:
- To understand what a mechanism is
- Understand how linkages and pivots work together to create a change in direction or motion
- To make different linkages using levers and pivots

		· Know and use technical vocabulary relevant to the project. **Outcome:** Roman Chariots .		preparation and cooking can affect the end product. • Use nets as patterns to make 3D products, e.g. simple containers, bags. • Combine foods from different food groups to create healthy food products. • Discuss how products can be improved and how well they meet the needs of the intended user. **Outcome:** A healthy cake and packaging		• To be able to label designs exploring different mechanisms • Create a moving poster using linkages and pivots • Understand what a lever is and know that there are different classes of lever • Create and test a mechanism that includes a lever **Outcome:** Moveable/ Pop-Up Book/ Poster
	Computing Topic Title: Connecting Computers **Knowledge/Key Concepts:** - To explain how digital devices function - To identify input and output devices - To recognise how digital devices can change the way that we work - To explain how a computer network can be used to share information - To explore how digital devices can be connected To recognise the physical components of a network	Computing Topic Title: Stop- frame animation **Knowledge/Key Concepts:** - To explain that animation is a sequence of drawings or photographs - To relate animated movement with a sequence of images - To plan an animation - To identify the need to work consistently and carefully - To review and improve an animation - To evaluate the impact of adding other media to an animation	Computing Topic Title: Creating Media Desktop Publishing **Knowledge/Key Concepts:** - To recognise how text and images convey information - To recognise that text and layout can be edited - To choose appropriate page settings - To add content to a desktop publishing publication - To consider how different layouts can suit different purposes - To consider the benefits of desktop publishing	Computing Topic Title: Branching Databases **Knowledge/Key Concepts:** - To create questions with yes/no answers - To identify the object attributes needed to collect relevant data - To create a branching database - To explain why it is helpful for a database to be well structured - To identify objects using a branching database - To compare the information shown in a pictogram with a branching database -	Computing Topic Title: Sequencing Sounds **Knowledge/Key Concepts:** - To explore a new programming environment - To identify that commands have an outcome - To explain that a program has a start - To recognise that a sequence of commands can have an order - To change the appearance of my project - To create a project from a task description	Computing Topic Title: Events and Actions in Programs **Knowledge/Key Concepts:** - To explain how a sprite moves in an existing project - To create a program to move a sprite in four directions - To adapt a program to a new context - To develop my program by adding features - To identify and fix bugs in a program - To design and create a maze-based challenge -
	RE - Topic Title: Making Choices **Key Concept:** Temptation UC: People of God **1 Inquire:** accurately describe the concept of *temptation* **2 Contextualise:** accurately describe how Christians believe that Jesus was tempted **3 Evaluate:** discern and describe why Christians think it is important to know that Jesus was tempted **4 Communicate:** express creatively as well as describe their own response to the concept of *temptation* **5 Apply:** recognise and describe situations where somebody could be tempted	RE – Topic Title: Mary, Mother of God **Key Concept:** Holy UC: Incarnation **1 Inquire:** accurately describe the concept of *holy* **2 Contextualise:** accurately describe how many Christians show that they believe Mary is *holy* **3 Evaluate:** discern and describe the value of Mary as *holy* to many Christians **4 Communicate:** express creatively as well as describe their own response to the concept of *holy* **5 Apply:** recognise and describe examples of their ideas about *holiness*	RE – Topic Title: Trees as a symbol **Key Concept:** Symbol UC: Creation/ Fall **1 Communicate:** describe their own response to trees as *symbols* **2 Apply:** describe examples of when the tree *symbol* is used/is useful **3 Inquire:** describe what the word *symbol* means **4 Contextualise:** describe how the *symbol* of a tree is used in Christianity and Hinduism **5 Evaluate:** describe the importance of the tree as a *symbol* to Christians and Hindus	RE – Topic Title: Paschal Candle **Key Concept:** Ritual UC: Salvation **1 Inquire** accurately describe the meaning of the concept of *ritual* **2 Contextualise** accurately describe how Christians use the Paschal Candle in a *ritual* to remember the resurrection of Jesus **3 Evaluate** discern and describe the value of the *ritual* by describing the value of the ritual to Christians and the possible value for themselves and others **4 Communicate** express creatively as well as describe their own responses to *rituals* **5 Apply** recognise and describe examples of how their response to *rituals* applies in different situations, in theirs and others' lives.	RE – Topic Title: Neighbour **Key Concept:** Neighbour UC: Gospel **1 Inquire:** Children can accurately describe the concept of *neighbour.* **2 Contextualise:**: Children can accurately describe how *neighbour* is contextualised within Christianity. **3 Evaluate**: Children can discern and describe the value of *neighbour* to Christians. Discern and describe the possible value for their own lives & communities. **4 Communicate:** Children express creatively as well as describe their responses to *neighbour*. **5 Apply:** Children recognise and describe how their responses to *neighbour* can be applied in their own lives and the lives of others.	RE – Topic Title: Raksha Bandan **Key Concept:** Protection 1. Children can express creatively as well as describe a personal response to the concept of *protection*. 2. Children can recognize and describe how the concept can be applied in their own and others' lives. 3. Children can accurately describe what *protection* means. 4. Children can accurately describe how *protection* is expressed by Hindus in the festival of Raksha Bandhan. 5. Children can discern and describe the value, for Hindus, of celebrating *protection.*

	French **C'est mon anniversaire** - Position of France within the French-speaking world through map work - Revisiting some simple questions and responses (name, feelings, where they live and their age). - Introduction of numbers past 12 as far as 31, which will allow children to ask and answer questions relating to their date of birth. **Phonics introduced explicitly** **ch, ou, on, oi** Grammar • Simple question forms. • Simple verbs. Simple pronouns.	French **'La surprise de Handa'** - Through the picture book, *La surprise de Handa*, children discover a new range of simple nouns, many of which are cognates. - Revise position of adjectives in sentences - Practice creating their own descriptions. - Taste the fruits written about in the book - Use positive and negative sentence constructions to describe whether they liked them or not. - Further positive and negative contractions are introduced with *j'adore* and *je déteste*. - French Christmas traditions. Grammar • Simple nouns. • Noun/adjective order. • Positive and negative sentence constructions : 'j'aime' and 'je n'aime pas'. • Definate article (le, la and l').	French **Artist Study- Sonia Deluanay** - Introduction of shape vocabulary - Importance of noun and adjective agreement. - New prepositions of place are introduced to be used creatively in an art project in the style of Deluanay. - Use familiar verb forms in new contexts to describe the pictures that they create. - French April Fool's traditions are discussed and celebrated. Grammar • Simple verbs. • Conjunction 'et' and 'mais'. Prepositions 'à' and 'dans'.	French **Quel temps fait-il ?** - Epiphany celebrations - Pupils learn to say, read and write a range of phrases to describe the weather - Responding to questions about what the weather is like. - Learn the points of the compass and discuss their relationship to English. - Prepositions of place are introduced and applied to different contexts. - Children use everything they have learned to create a short weather report **Phonics introduced explicitly** **i, in, ique, ille** Grammar • Indefinite article (un and une). • Simple verbs. • Noun/adjective order. • Conjunctions 'et', 'mais' and 'aussi'. • Noun/adjective agreement. Further prepositions of place.	French **Je m'habille.** - Pupils learn a variety of different items of clothing - Describe what they and others are wearing, including an adjective of colour to add more detail. - Children consider what items they would take with them on holiday to a particular destination in the Francophone world and explain why, using vocabulary relating to the weather Grammar • The indefinite article in the singular (un and une). • Agreement of noun and adjective. • Conjunction 'et' and 'parce que'. • Creating plural nouns. • Indefinite article in the plural (des).	French **Je vais en vacances.** - Children explore a variety of holiday destinations around the Francophone world, comparing the location and climate. - They use this knowledge, combined with all that they have learned about different items of clothing, to describe what they would pack in their suitcase for a trip to a particular country and why. - The year ends with a celebration of *le 14 juillet*. Grammar • The indefinite article in the singular (un and une). • Agreement of noun and adjective in the singular and the plural. • Conjunction 'et' and 'parce que'.
	PE **Tag Rugby** **Knowledge/key concepts** Move with speed (and change of) with and without the ball Begin to make a high pass to avoid a defender Use speed and space to avoid defenders Pass backwards and in both directions and sometimes on the move Tag the person who has the ball but can mark a player who doesn't have the ball **Gym- shape** **Knowledge/key concepts** Share ideas and give positive criticism /advice to self & others. using floor and apparatus with good body control. Show a kinaesthetic awareness to improve placement and alignment of body parts. Can work alone and with a partner to create, repeat and improve a sequence of linked actions	PE **Hockey** **Knowledge/key concepts** **Know** how to hold a hockey stick and which side to use Use a simple push pass to a team mate Dribble the ball keeping it close using the correct side of the stick Use speed to dribble the ball into space Maintain defence and keep the pressure until possession is gained Attempt to score inside designated scoring area **Dance- The Romans** **Knowledge/key concepts** Can use a range of movement and dance phrases within different ways (unison, canon) with a partner of group Respond imaginatively to stimuli related to character/music/story Perform clear & fluent dances that show sensitivity to idea/stimuli. Make up dance within a small group. Respond to music to express a variety of moods & feelings	PE **Netball** **Knowledge/key concepts** Use a chest and shoulder pass to support team in scoring Make decisions regarding which is the best type of pass to use Begin to use a bounce pass which only bounces once Identify space to move onto and show a clear target to receive a pass Mark another player and begin to attempt interceptions Acquire and apply basic shooting techniques Demonstrate and implement some basic rules of Bee netball- including knowing where positions are allowed in the court Develop netball skills such as marking and footwork **Dance- Extreme Earth** **Knowledge/key concepts** Can use a range of movement and dance phrases within different ways (unison, canon) with a partner of group Respond imaginatively to stimuli related to character/music/story Perform clear & fluent dances that show sensitivity to idea/stimuli. Make up dance within a small group. Respond to music to express a variety of moods & feelings	PE **Football** **Knowledge/key concepts** Dribble with small touches into space Send a football to someone on the team using different parts of the foot Keep a ball under control when receiving passes from the team Understand where space is and can move into it Mark another player and begin to attempt interceptions **Gym- Movement** **Knowledge/key concepts** Share ideas and give positive criticism /advice to self & others. Perform at least 3 different rolls with some control. Link a roll with travel and balance using floor and apparatus with good body control. Show a kinaesthetic awareness to improve placement and alignment of body parts. Can work alone and with a partner to create, repeat and improve a sequence with at least 3 phrases	PE **Badminton** **Knowledge/key concepts** Confidently use a forehand and backhand grip with a badminton racket Confidently use a badminton racket to strike a shuttlecock in an intended direction; Confidently use different grips depending on the approach of a shuttlecock toward them; Confidently use quick reaction times to move across the space in different ways; Use the ready position instinctively, to gain advantage in their game; Confidently and successfully serve a shuttlecock in an intended direction; Confidently and consistently maintain a rally Purposefully use a range of attacking and defensive techniques and skills in a full badminton **OAA** **Knowledge/key concepts** Orientate themselves accurately around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course Communicate clearly with others/work as part of a team. Begin to use a map to complete an orienteering course	PE **Kwik cricket** **Knowledge/key concepts** Use overarm and underarm throwing and catching skills with increasing accuracy Strike a bowled ball after a bounce Sometimes strike a bowled ball Bowl a ball with some accuracy Use fielding skills to stop the ball effectively Work as a team using tactics to score runs **Athletics** **Knowledge/key concepts** Demonstrate an improved technique for sprinting Carry out an effective sprint finish Perform a relay, focusing on the baton changeover technique Combine a hop, step and jump to perform the standing triple jump Land safely and with control Use a push and pull throw technique in throwing activities

	PSHE/RSE Topic Title: What strengths, skills and interests do we have? **Knowledge/Key Concepts:** - how to recognise personal qualities and individuality - to develop self-worth by identifying positive things about - themselves and their achievements - how their personal attributes, strengths, skills and interests - contribute to their self-esteem (1) - how to set goals for themselves - how to manage when there are set-backs, learn from mistakes - and reframe unhelpful thinking *NOIOS: Red A Crayon's Story- to be who you want to be* *NOIOS: Dog's Don't Do Ballet- to know when to be assertive*	PSHE/RSE Topic Title: How can we be a good friend? **Knowledge/Key Concepts:** - how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded - how to recognise if others are feeling lonely and excluded and strategies to include them - how to build good friendships, including identifying qualities that contribute to positive friendships (1) - that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences - how to recognise if a friendship is making them unhappy, feel - uncomfortable or unsafe and how to ask for support Link to British Values: Mutual Respect *NOIOS: The Way Back Home- to overcome language as a barrier*	PSHE/RSE Topic Title: How can our choices make a difference to others and the environment? **Knowledge/Key Concepts:** - how people have a shared responsibility to help protect the world around them - how everyday choices can affect the environment - how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) - the skills and vocabulary to share their thoughts, ideas and - opinions in discussion about topical issues - how to show care and concern for others (people and animals) - how to carry out personal responsibilities in a caring and compassionate way Link to British Values: Individual Liberty *PSHE ASSOC.*	PSHE/RSE Topic Title: What makes a community? **Knowledge/Key Concepts:** - how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups - what is meant by a diverse community; how different groups - make up the wider/local community around the school - how the community helps everyone to feel included and values - the different contributions that people make - how to be respectful towards people who may live differently to - them Link to British Values: Mutual Respect, respect for other of different faiths and beliefs *NOIOS: King and King- to understand why people choose to get married PSHE ASSOC.* .	PSHE/RSE Topic Title: How can we manage our feelings? **Knowledge/Key Concepts:** - how everyday things can affect feelings - how feelings change over time and can be experienced at different levels of intensity - the importance of expressing feelings and how they can be - expressed in different ways - how to respond proportionately to, and manage, feelings in different circumstances - ways of managing feelings at times of loss, grief and change - how to access advice and support to help manage their own or - others' feelings	PSHE/RSE Topic Title: How can we manage risk in different places? **Knowledge/Key Concepts:** - how to recognise, predict, assess and manage risk in different situations - how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) - how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence - how people's online actions can impact on other people - how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online - how to report concerns, including about inappropriate online content and contact - that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law Link to British Values: The Rule of Law *PSHE ASSOC.*
	Music : Ukeleles Key skills: • Know string names and relative pitch · Demonstrate strumming and plucking · Understand steady beat and rhythm in 2,3 and 4 metre · Identify other related instruments		Music- Recorders Key skills: • Learn fingering for GABCD (descant) CDEFG (treble) • Read simple tunes from conventional notation • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately		Music- Keyboards Key skills: • Play simple tunes using 5 fingers on the right hand • Navigate to the correct hand position using the black keys as signposts • Understand solo, unison, ensemble • Recognise repeated sections in music played, sung and listened to	
	Music to be taught by specialist music teacher HMS					