

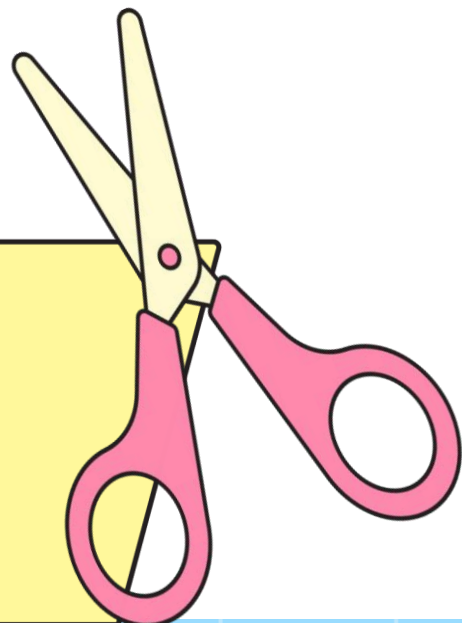


# Year 4 Term 1 Topic Web

**WELCOME**  
to year 4!

First and foremost, we would like to extend a warm welcome to the pupils and parents/ carers of Year 4. We hope pupils have enjoyed settling back into school life and are ready for the year ahead. The following presentation includes information on the topics, knowledge and skills covered by the Year 4 curriculum and how parents can support learning at home.

Mr Colman (Jaguars)  
Mr Frost (Leopards)



## Parent Communication: SeeSaw

Pupils will now have the sign-in sheets for their SeeSaw accounts and information on how parents/ carers can access these. SeeSaw will be used as a way of communicating messages at a whole class level (i.e. reminders, sharing successes, key information). If you would like to meet with class teachers about your child, we ask that this be communicated through the school office email account or speak to teachers at collection.



## Home Learning/ Supporting at Home:

Each week, pupils will have 'Home Learning Books' sent home on **Wednesday**.

These will contain:

- 1 x Maths home learning assignment
- 1 x English home learning assignment
- Weekly spelling lists (8 spellings)

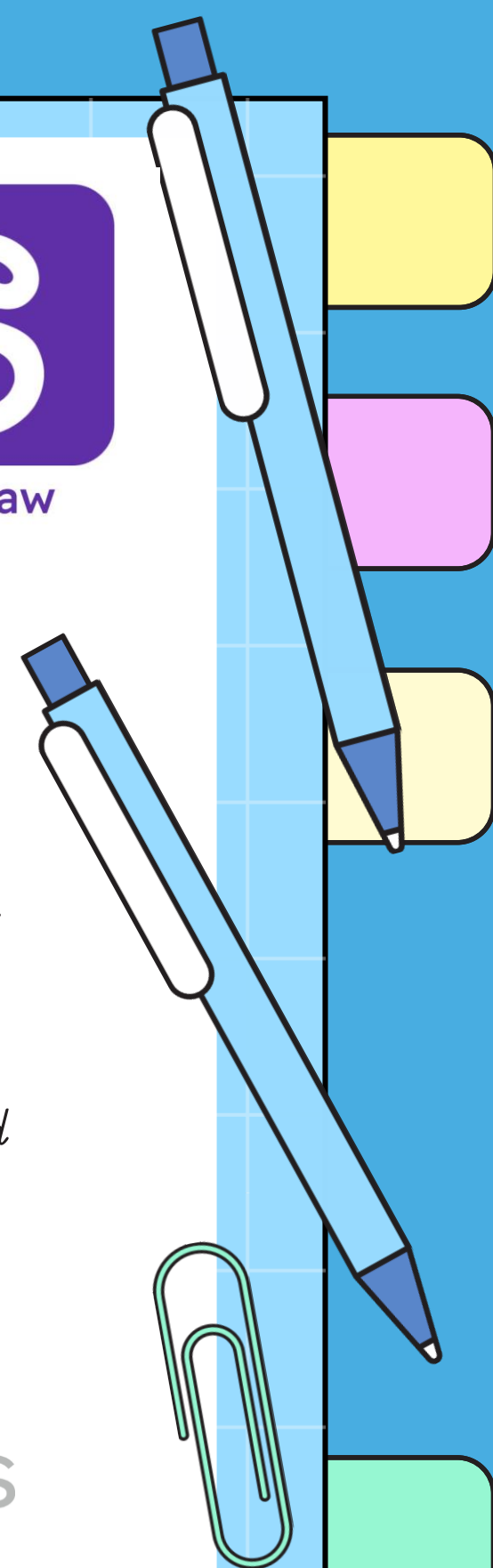
We ask that pupils complete the assignments and hand them in for the following **Tuesday**. This allows teaching staff to look over the completed assignments and support pupils where needed.

Spellings will be tested each **Wednesday**.

Pupils will also now have their reading books and diaries based on their reading level. We encourage parents to read with pupils as much as possible, as the benefits of reading across all areas of learning are significant. Reading diaries will be checked each week and books changed on a weekly basis where necessary.

**Supplementary Learning:**  
Pupils now have logins for both **Doodle Maths** and **Spelling Shed**.

These are fantastic additional optional resources for pupils to support their learning in Maths and English.



# T1 Spelling Progression

**Week 3 (Test Date: 24.9.2025)**

Words that are homophones:  
accept, except, knot, not, peace,  
piece, plain, plane, weather, whether

**Week 4 (Test Date: 1.10.2025)**

Words with the prefix 'in-' meaning 'not':  
inability, inactive, inadequate, incorrect,  
incurable, indefinite, inelegant,  
inflexible, insecure, invisible

**Week 5 (Test Date: 8.10.2025)**

Words with the prefix 'in-' meaning 'not':  
inability, inactive, inadequate, incorrect,  
incurable, indefinite, inelegant,  
inflexible, insecure, invisible

**Week 6 (Test Date: 15.10.2025)**

Words with the prefixes 'il-', 'im-'  
and 'ir-':  
illegal, illegible, immature, immortal,  
impossible, impatient, imperfect, irregular,  
irrelevant, irresponsible

**Week 7 (Test Date: 22.10.2025)**

Words with the prefix 'sub-'  
meaning 'below' or further divided:  
subdivide, subheading, subject, submarine,  
submerge, submit, substandard, subtitle,  
subtropical, subway

**Spelling Shed** 



## Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

# T1 Mathematics: Place Value

## Place Value:

Place value is the value of each digit in a number, determined by its position within that number. Throughout Term 1, pupils will be securing the fundamentals of Place Value, including the following objectives:

- Represent numbers up to 10, 000
- Partition numbers up to 10,000
  - Number lines to 10,000
- Flexible partitioning of numbers to 10,000
- Find 1, 10, 100, 1,000 more or less
- Estimate on a number line to 10,000
- Order and compare numbers to 10,000
  - Roman numerals
- Round to the nearest 10, 100, 1,000 and 10,000

This represents a thousand (Th).  
This represents a ten (T).  
This represents a one (O).  
This represents a hundred (H).

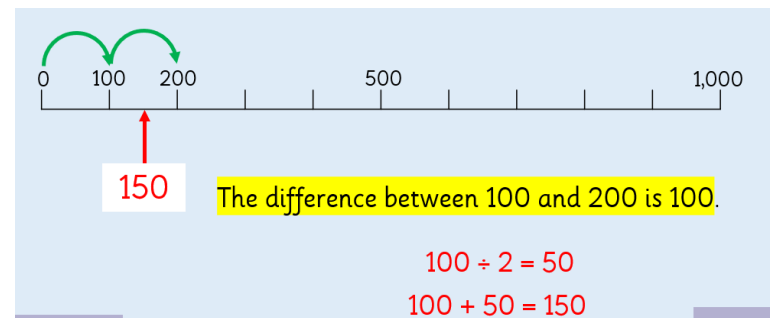
2346			
Th	H	T	O
2 Thousands	+ 3 Hundreds	+ 4 Tens	+ 6 Ones

H	T	O
100, 100, 100	10, 10, 10, 10, 10	1

1	I	11	XI	200	CC
2	II	20	XX	300	CCC
3	III	30	XXX	400	CD
4	IV	40	XL	500	D
5	V	50	L	600	DC
6	VI	60	LX	700	DCC
7	VII	70	LXX	800	DCCC
8	VIII	80	LXXX	900	CM
9	IX	90	XC	1000	M
10	X	100	C	1001	MI

I	V	X	L	C	D	M
1	5	10	50	100	500	1000



Partition

6,000 700 10 2

6,712

6,712 = 6,000 + 700 + 10 + 2

## Problem Solving and Reasoning:

As part of our approach to Maths, we aim for pupils to be fluent with key concepts. There are also regular problem solving and reasoning challenges to develop a deeper understanding of the concepts.

Estimate on a Number Line to 10,000 ☆☆☆ Reasoning & Problem Solving 4

Malachi labels a number line but he spills some paint on it!

What numbers could I have labelled?

3,000 4,000

Explain your reasoning.

The midpoint is 3,500. The paint spill is around 100 after the midpoint.  
Any answers between 3,600 and 3,900 are correct.

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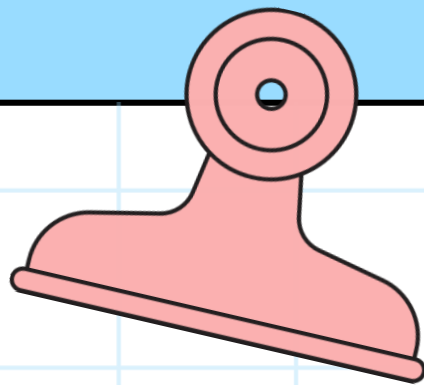
## Key Vocabulary:

Number line	One thousand	Intervals
Value	Start value	End value
		Rounding
Estimate	Mid point	Quarter
Place Value	Ones	Tens
		Hundreds
Thousands	Placeholder	Represent
Partition	Base 10	Place Value Counters
Part Whole Model	Gattegno chart	

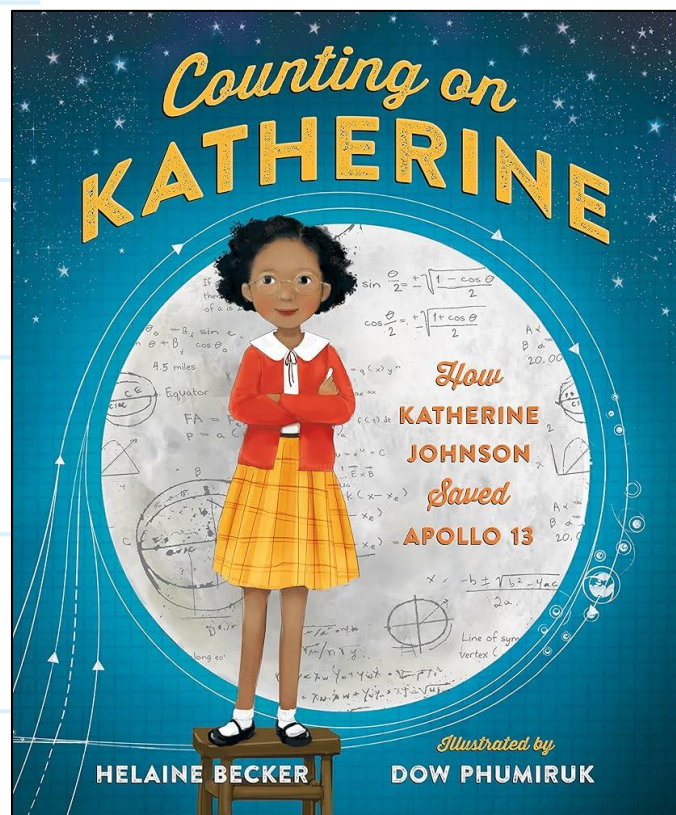
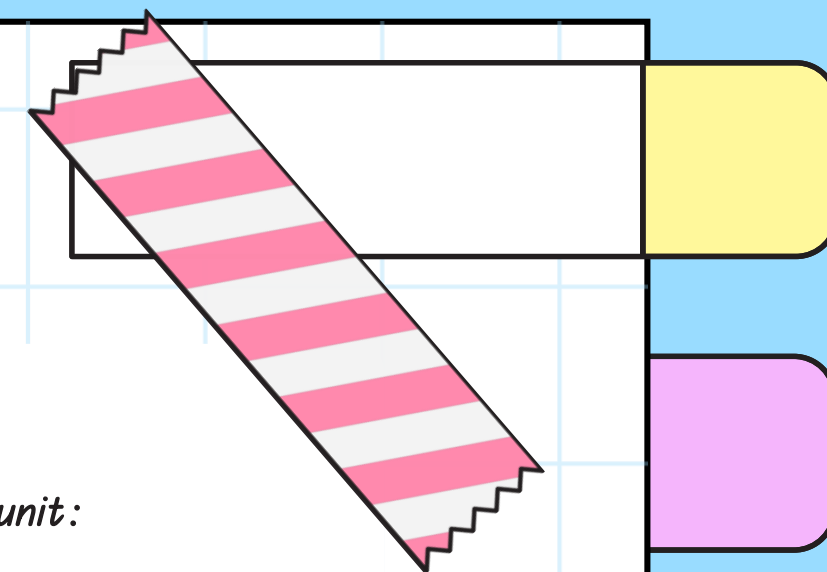
GREATER THAN  
 $8 > 4$   
Eight is greater than four.

EQUAL TO  
 $7 = 7$   
Seven is equal to seven.

LESS THAN  
 $2 < 3$   
Two is less than three.



# T1 English: Counting on Katherine



## Reading comprehension covered:

- Use dictionaries to check the meaning of words in context
- Identify themes and conventions
- Ask questions to improve understanding of a text
- Draw character inferences from their actions
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Identify main ideas drawn from multiple paragraphs and summarise
- Retrieve and record information from non-fiction
- Participate in discussions about books



## Writing skills within this unit:

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Use fronted adverbials with commas
- Use paragraphs to organise information and ideas around a theme
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

## Writing outcome:

To write a fact file about Katherine Johnson, including a short biography.

## Key Vocabulary:

believe  
century  
consider  
different  
difficult  
earth  
eight  
famous  
favourite  
history  
important

interest  
knowledge  
learn  
popular  
possible  
question  
remember  
separate  
special  
strength  
woman/women

## Developing Vocabulary:

grave  
peril  
astronaut  
mission  
project  
explosion  
feat  
celebrate  
research  
mathematician  
universe


agency  
spaceship  
destination  
energy  
design  
orbit  
flight path  
fuel  
slingshot  
gravity



- The Space Race
- Racial segregation
- Role play (drama)




### Katherine Johnson (1918-2020)



Katherine Johnson was an American mathematician who worked for NASA. She was a pioneer whose calculations were vital for the 1969 Moon landing.

#### Career


Johnson's first job was teaching Black students. She then began studying again but left to raise a family.



#### Early Life and Education

Johnson was born in the United States in 1918. She became fascinated by numbers and was a gifted student.

Johnson was ready for high school at 10 years old. However, due to **racial discrimination**, her town did not have high schools for Black children. The family had to move away for Johnson to keep learning.




Aged 15, Johnson started university. She graduated with a double degree in French and Mathematics when she was 18!

#### Contributions to Space Exploration

Johnson's calculations made possible the first US:


- human space flight (1961);
- human in orbit (1962);
- Moon landing (1969).



#### Legacy

In 2015, President Barack Obama presented Johnson with the Presidential Medal of Freedom: the highest honour available to non-military people in the US.

A book (later made into a film) about Johnson and her fellow mathematicians, 'Hidden Figures', was published in 2016.



#### Fascinating Fact

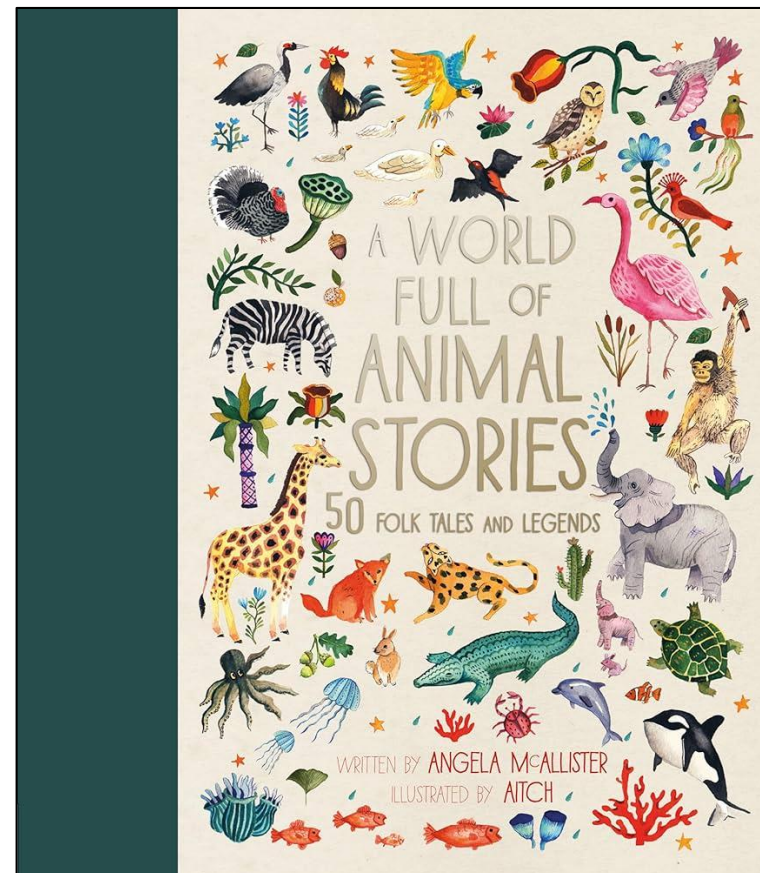
When Johnson began working at NASA, electronic calculators had not been invented yet. Johnson made all of her calculations without them; she was like a human computer!

#### Glossary

**racial discrimination:** When people are treated differently or unfavourably based on their race or the colour of their skin.

# T1 Reading: A World Full of Animal Stories

*A World Full of Animal Stories offers engaging fables and folklore that help Year 4 readers develop key literacy skills. Through animal characters and moral lessons, students explore plot structure, character development, and themes like kindness and bravery. The stories promote vocabulary growth, comprehension, and critical thinking, making it a great tool for enhancing reading skills and sparking curiosity.*



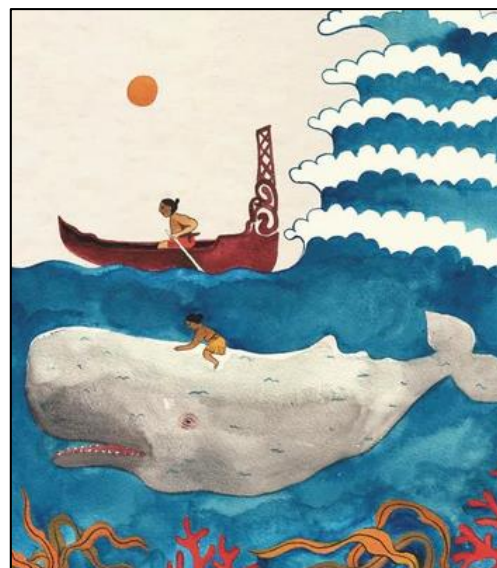
*Through reading A World Full of Animal Stories both as a class and independently, the following skills are practised:*

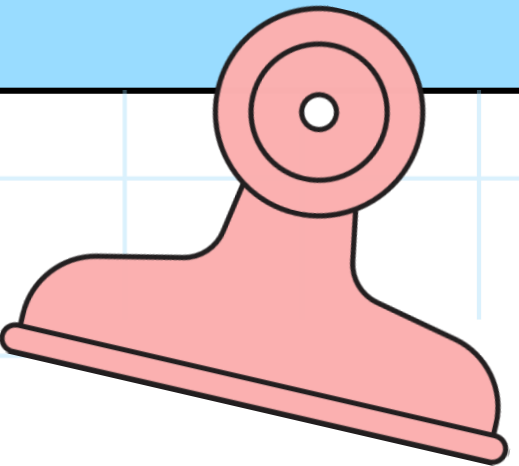


*As well as the necessary skills to read and comprehend a text, we will also have a mastery focus on:*

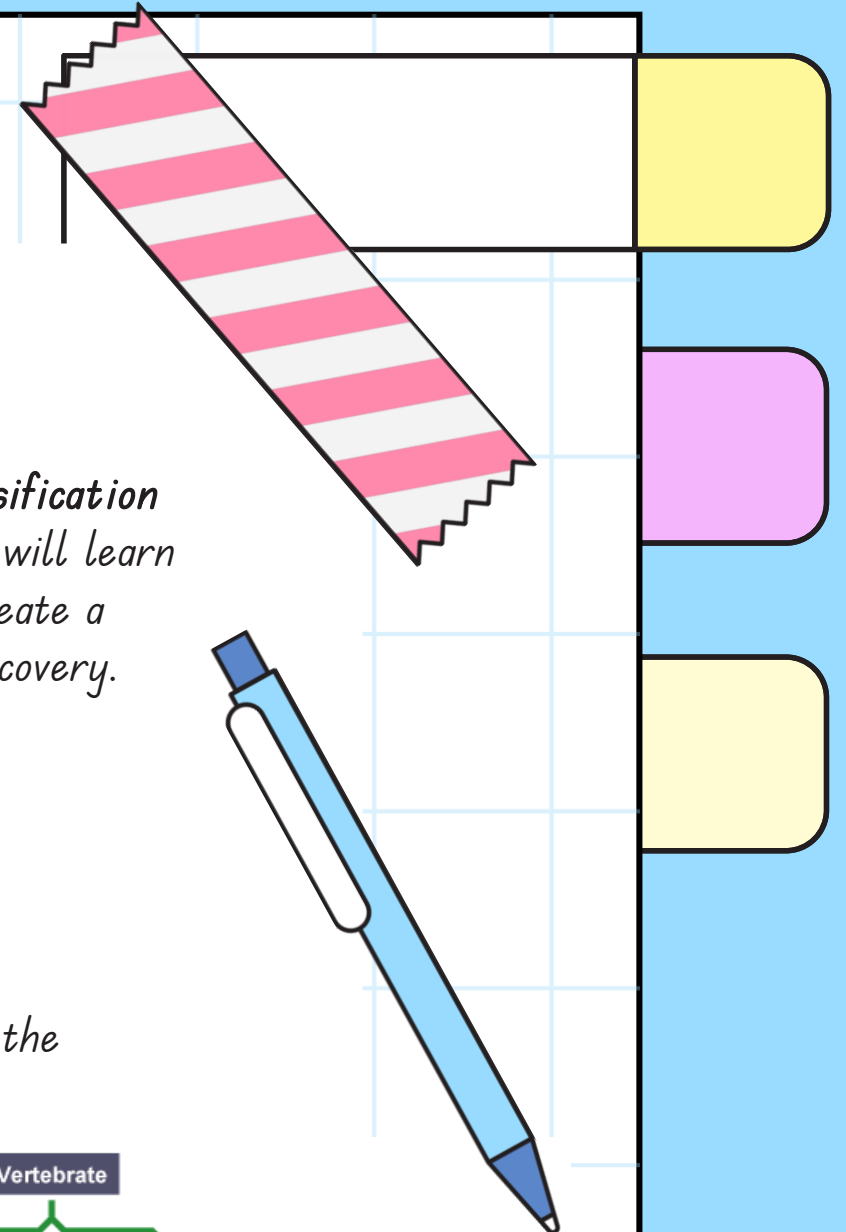
*Retrieve and record information from non-fiction*

- Use dictionaries to check the meaning of words that they have read
  - Ask questions to improve understanding
- **Identify** main ideas drawn from more than one paragraph and summarise
- Draw **inferences** (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
  - **Identify** themes and conventions in a wide range texts
- **Identify** how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader's interest and imagination





# T1 Science: Grouping and Classifying



In this unit, your child will learn why we sort and group things and the important classification skills of **observing** and **questioning**. They will learn what **classification keys** are and how they identify living things. Your child will learn the characteristics of the five **vertebrate** groups and the six main **invertebrate** groups. They will learn how to identify vascular and non-vascular **plants** and sort vascular plants into the three main groups. They will also examine and classify real plants and create a classification key based on their observations. They will learn about some newly discovered plants and animals and use a classification key to classify each discovery.

## Scientific terms glossary

<b>classify</b>	To arrange things into groups according to features they have in common.
<b>compare</b>	To look at two or more things closely and see what is the same or different.
<b>describe</b>	To say aloud or write how something is done or what something is like.
<b>diagram</b>	A drawing with labels that show the parts of something.
<b>dichotomous key</b>	A type of scientific diagram, also known as a classification key or branching tree. It includes a set of questions that helps to identify a living thing or decide to which group it belongs.
<b>observe</b>	To watch or look at something carefully.
<b>question</b>	Something we ask using the words how, what, where, when, who and why.
<b>record</b>	To write data, such as numbers, words, measurements or observations in different ways, such as lists, tables, charts or labelled diagrams.
<b>research</b>	To study a subject to discover new facts or information.

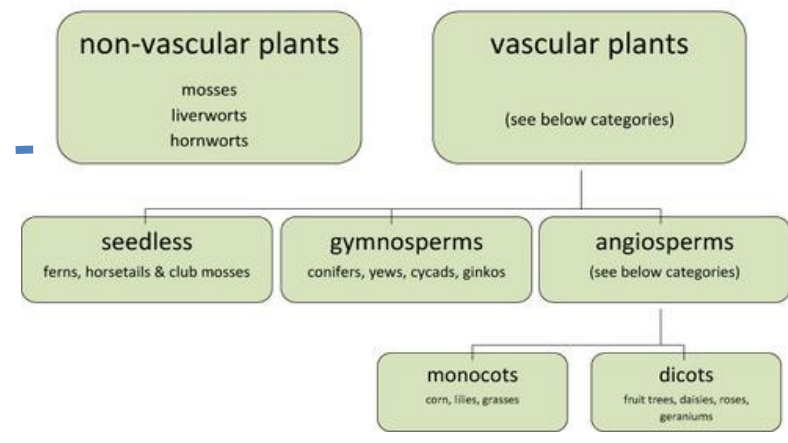
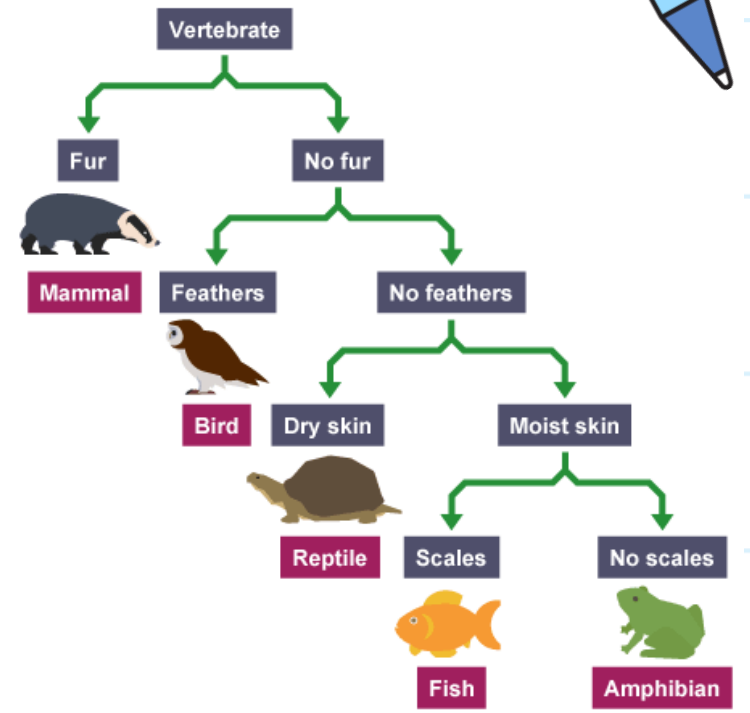
Understanding classification keys

Comparing and sorting living things from a range of environments in a variety of ways and understanding the difference between vertebrates and invertebrates.

Sorting and classifying vertebrates and invertebrates

Understanding, sorting and classifying vascular and non-vascular plants

Creating a classification key for vascular and non-vascular plants



# T1 History: Invasion (The Vikings)

*Pupils will chronologically study the period of Britain from the Roman exodus to the Norman invasion. They will*

## Glossary

<b>Christianity</b>	A religion based on the teachings of Jesus Christ.
<b>conquer</b>	Overcome and take control of a place or people.
<b>Danegeld</b>	A tax collected from the Anglo-Saxon people paid to the Viking invaders in exchange for peace.
<b>invasion</b>	When a foreign army enters a country by force.
<b>monastery</b>	A building where monks live, work, study and pray, separate from the outside world.
<b>monk</b>	A member of a male religious community who lives in a monastery.
<b>pagan</b>	A person who believes in many gods, or does not follow one of the world's major religions.
<b>raid</b>	A sudden attack, which aims to cause damage.
<b>reeve</b>	A local official in Anglo-Saxon England.
<b>Scandinavia</b>	An area of Europe, which includes Sweden, Norway and Denmark.
<b>wattle and daub</b>	A traditional building material made from woven twigs or sticks and mud.

### Roman Exodus:

- *After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.*

### Viking Invasion and Settlement:

- *The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves (attach on Lindisfarne Monastery)*
- *Different civilisations can have similar or contrasting characteristics.*
- *Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'.*



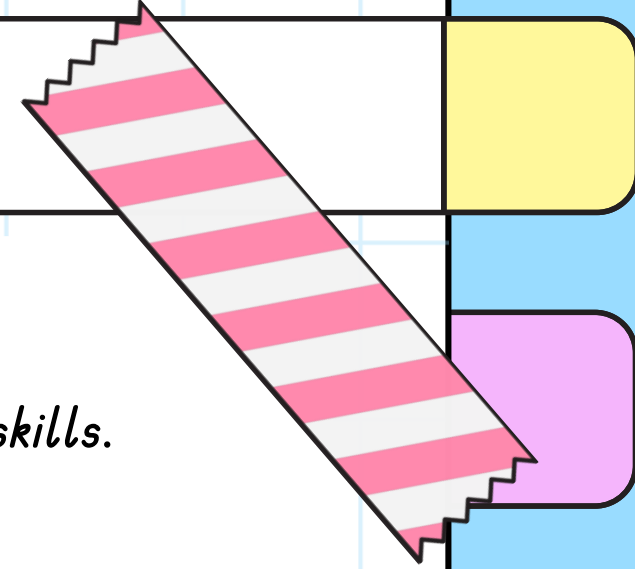
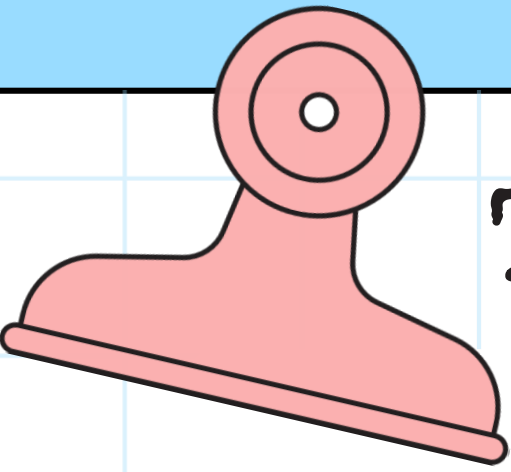
### Anglo-Saxon Invasion and Settlement:

- *In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect.*
- *The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.*
- *As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power.*
- *Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex.*

### The Normans:

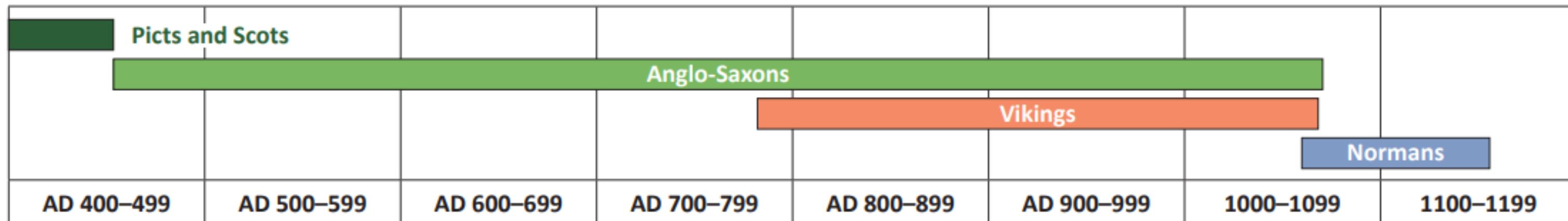
- *When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.*
- *There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy.*
- *Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.*

# T1 History: Invasion (The Vikings)

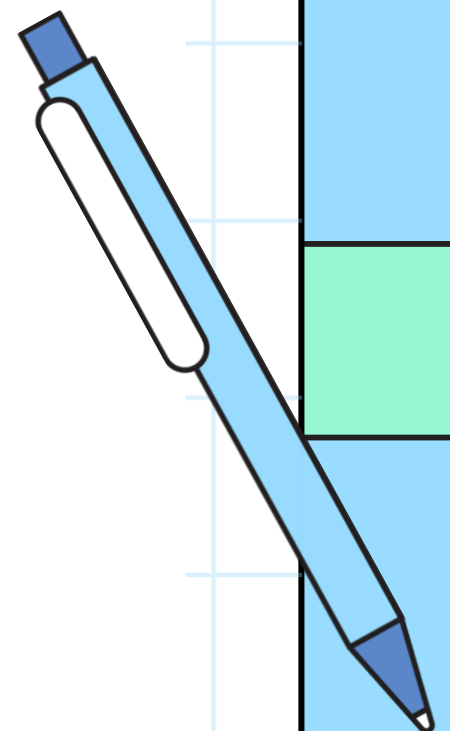


*During the study of this period of British history, pupils will develop the following historical skills.*

- Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.
- Explain in detail the multiple causes and effects of significant events.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Explain the cause, consequence and impact of invasion and settlement in Britain.
- Describe the significance and impact of power struggles on Britain.
- Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.
- Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.
- Compare and contrast two civilisations (Anglo-Saxons and Vikings)
- Construct a profile of a significant leader using a range of historical sources.
- Sequence significant dates about events within a historical time period on historical timelines.



Timeline showing the periods of invasion and settlement in Britain from AD 410–1199

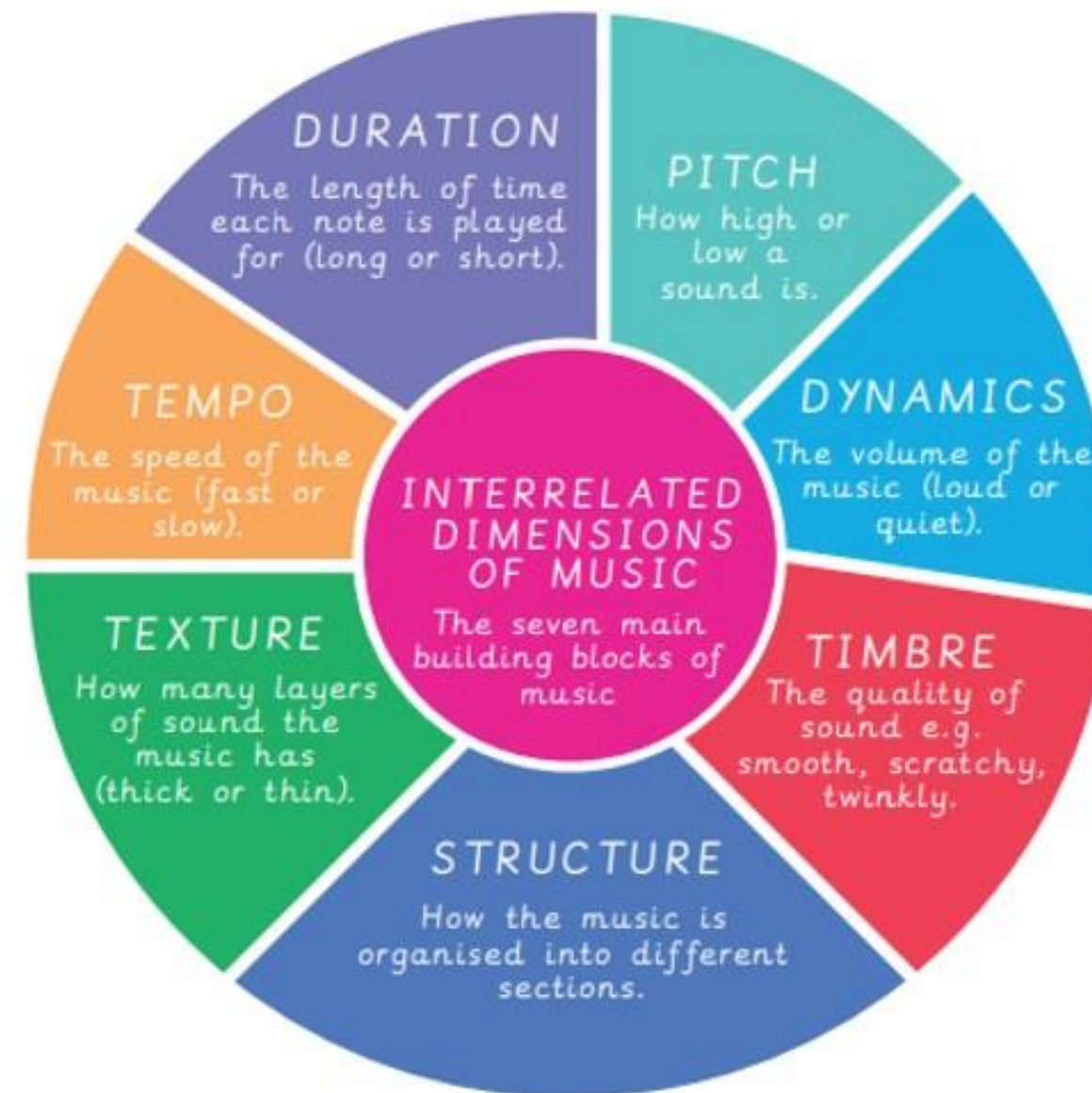


# T1 Music: Body and Tuned Percussion

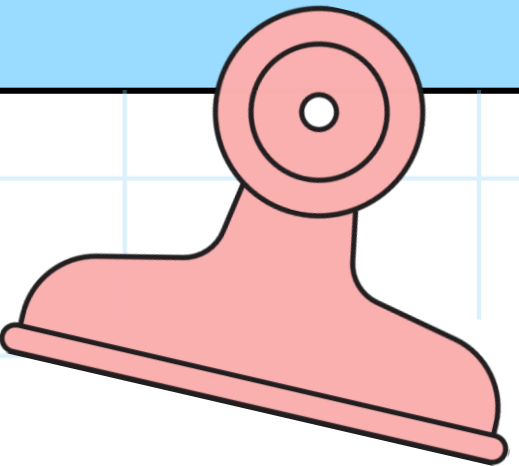
We will be learning about body and tuned instruments, focussed on the theme of 'rainforests'. We will identify the structure of a piece of music, understand when there is one layer in a piece of music and when there are two, and play two contrasting rhythms together.

## Key Vocabulary:

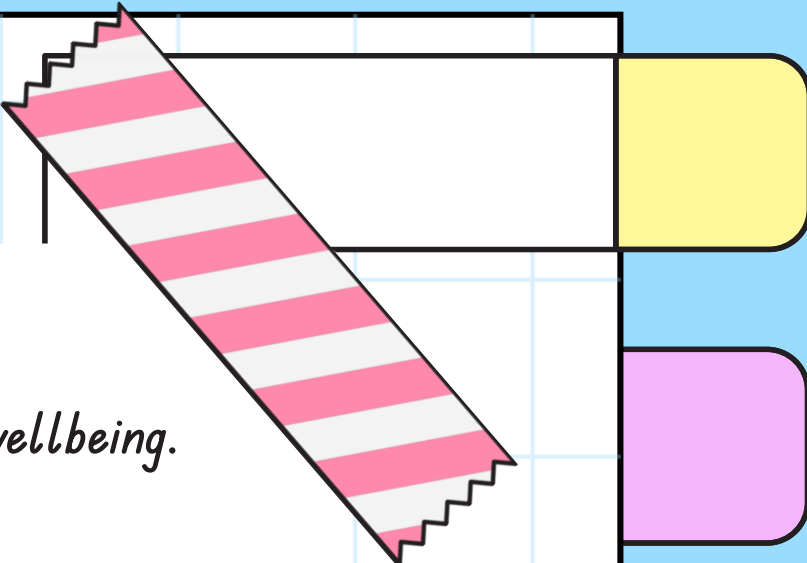
Appraising	Assessing and discussing a performance or piece of music.
Melody	Notes of different pitches played in a sequence to create a tune.
Rhythm	A pattern of long and short sounds (and silences) within a piece of music.
Contrast	An obvious difference.
Layers	The different instruments, rhythms or melodies that build the overall texture.
Transition	Music that links one section of a piece of music to another.



We will then play two different melodies together, and learn to complete a piece of music with four different layers with an appropriate structure.



# T1 Design Technology: Fresh Food, Good Food.

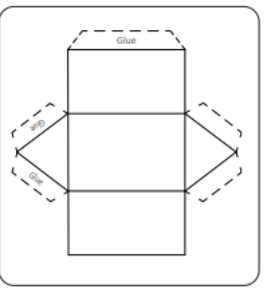


*Pupils will be learning about fresh and natural foods, and how they strongly link to our bodily health and wellbeing.*

*We will be learning that food spoils and we'll be learning how to slow this process, as food can be preserved by drying, salting, pickling, canning, refrigerating, freezing, pasteurising or packaging. We will also learn the difference between use by dates, and best before dates.*



*We will also learn that food packaging protects food, keeps it fresh, makes it easier to transport and provides information. We'll be investigating 3-D packaging nets to link with our maths. We'll also be looking at why not all packaging is currently recyclable, and what we can do to protect the environment.*

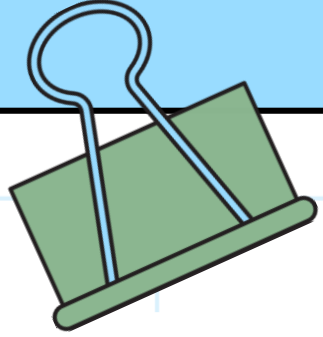


*We will be learning that healthy snacks are low in fat, sugar and salt compared to many shop-bought options. We'll be learning that choosing these helps us stay healthy between meals.*

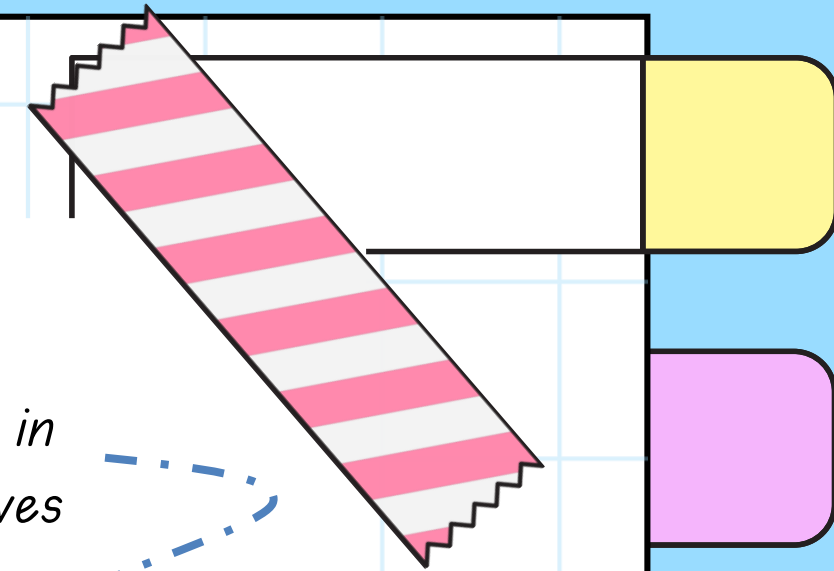


## *Exciting Vocabulary:*

best before date	net
canning	Nicholas Appert
chop	packaging
cling film	pasteurising
decay	peel
design criteria	Peter Durand
Dr Ruben Rausing	pickling
drying	preservation
Earl Tupper	Ralph Wiley
food poisoning	refrigerating
freezing	salting
grate	slice
healthy snack	tear
Henry D Thatcher	Tetra Pak
Jacob Perkins	Tupperware
Louis Pasteur	use by date
mash	William Cullen
microorganism	William Kellogg



# T1 French: Describing (Portraits)



We will be describing French portraits this term. This means we will learn to understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.

We will learn to place word cards in the correct order, with the adjectives following the noun.

We will learn how to describe a friend.

## French Vocabulary:

 les yeux eyes	 les cheveux hair	 les cheveux châtain brown hair	 les cheveux blonds blonde hair	 les cheveux roux ginger/red hair
 petit (m.) / petite (f.) small	 grand (m.) / grande (f.) big/tall	 fort (m.) / forte (f.) strong	 sportif (m.) / sportive (f.) sporty	 travailleur (m.) / travailleuse (f.) hard-working
 poli (m.) / polie (f.) polite	 heureux (m.) / heureuse (f.) happy	 sérieux (m.) / sérieuse (f.) serious		

### Sérieux (Sérieuse)

The "se" is used when describing one female. The extra "s" is used when describing more than one female.  
Adjective: A word that describes a noun.

In French, almost all adjectives come **AFTER** the noun/word that they are describing

...This seems weird to us, because in English our adjectives almost always come in front :)

**We say:** A red dress.

**The French say:** a dress red.

**We say:** A happy dog.

**The French say:** a dog happy.

il s'appelle... - he is called...  
elle s'appelle... - she is called...

We will learn to identify a person correctly from a description of their hair and eye colour.



# T1 PSHE: Being in My World

Our first PSHE unit of learning is focussed on:  
'Being Me in My World'.

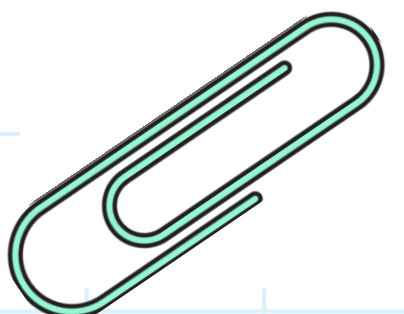
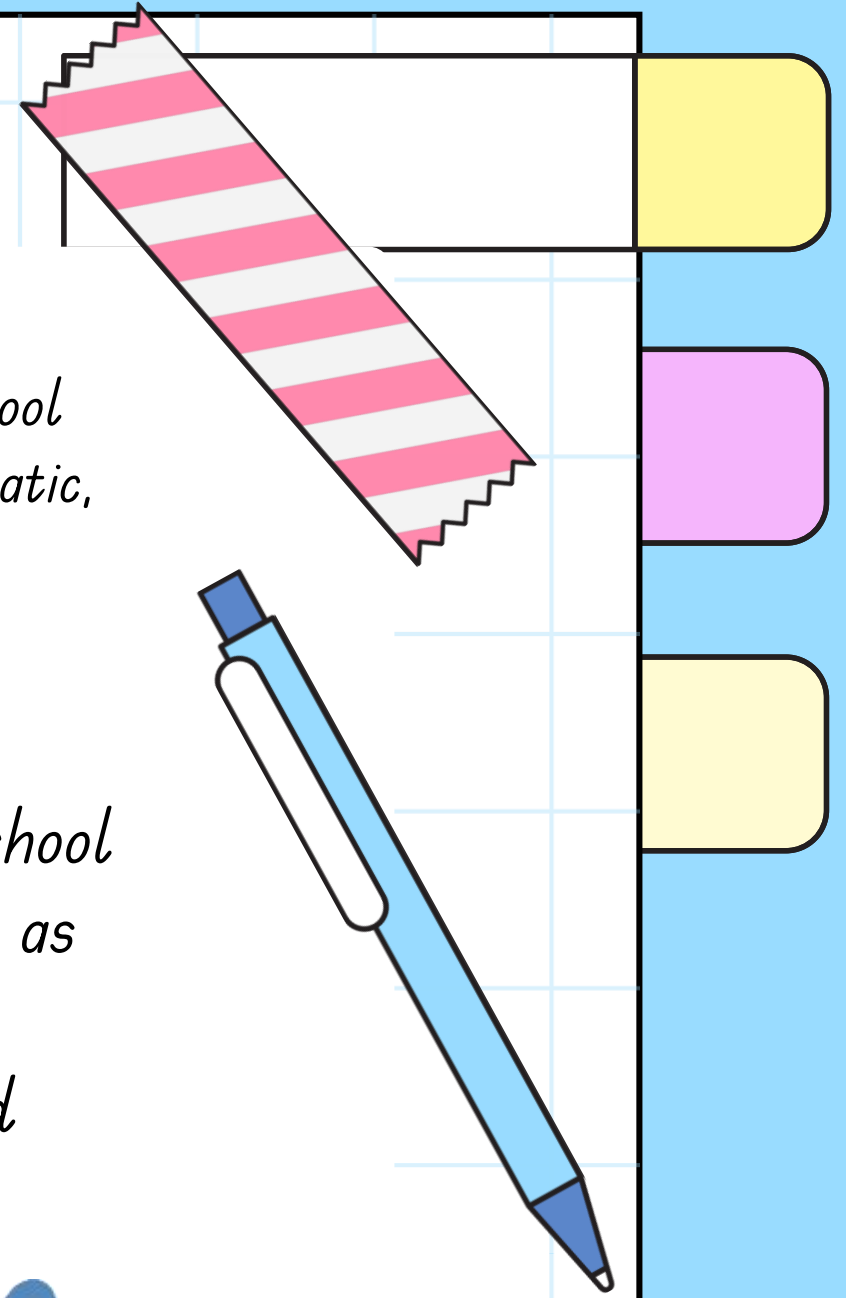
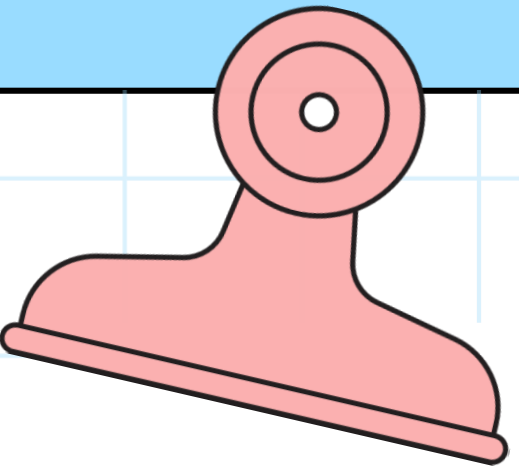
We will start by knowing that attitudes and actions make a difference to the class team, knowing how good it feels to be included in a group and understand how it feels to be excluded.

Finally, we will understand how groups come together to make decisions and how democracy and having a voice benefits the school community.

## Key Vocabulary:

Included, Excluded, Role, Job Description, School Community, School Council, Democracy, Democratic, Decisions, Voting, Authority, Contribution,

We will then understand who is in our school community, the roles they play, how we as individuals fit in. After this, we will understand how democracy works, and understand what 'empathy' means.



# T1 Art: Warm and Cool Colours

*This essential skills and knowledge project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of warm and cool colours, Aboriginal art and how artists use colour in their artwork.*

*We will be learning about warm and cool colours and how artists use them to create different moods. We will explore the colour wheel, spotting colours that feel warm like fire and cool like water, and see how warm colours stand out while cool colours fade back.*



*We will learn to mix primary, secondary and tertiary colours and use art words such as foreground, recede and ochre to describe our work.*



*The Golden Hour* by Thomas Moran, 1875



*Nocturne: Blue and Silver - Chelsea* by James Abbott McNeill Whistler, 1871

*We will explore Aboriginal art, discovering how stories and beliefs are shown through patterns and symbols, and try natural materials and dot painting to inspire our own designs.*



## Project glossary

### Aboriginal people

The first people to live in Australia.

### background

The part of a scene that appears furthest away to the viewer.

### composition

The arrangement of the objects in a picture.

### cool colour

A colour that can make us feel cool, calm or sad, such as blue or green, and can make the object seem further away.

### foreground

The part of a scene that appears closest to the viewer.

### ochre

Coloured earth that can be used to make dyes and paints.

### primary colour

A colour that cannot be made by mixing other colours. The primary colours are red, yellow and blue.

### recede

To appear to move further away into the distance, or to become less clear.

### secondary colour

A colour that is made by mixing equal amounts of two primary colours. The secondary colours are green, orange and purple.

### tertiary colour

A colour made by mixing equal amounts of a primary and secondary colour. Example tertiary colours include red-purple and blue-green.

### warm colour

A colour that evokes a feeling of warmth, happiness and energy, such as red or yellow, and can make the object seem closer to the viewer.

# T1 Computing: Online Safety

In this unit, pupils will learn to:

- Describe how to search over multiple platforms and be aware of the accuracy of the results presented.
- Describe some of the methods used to persuade people to buy online.
- Explain the difference between fact, opinion and belief and recognise these online.
- Explain what a bot is and give examples of different bots.
- Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.

ad	Short for advertisement, companies pay to have their website at the top of the list of search engine results.
belief	Something we accept to exist or be true, usually without proof.
bot	A computer program, sometimes referred to as a chatbot, that can act like a living thing (e.g. speaking to Alexa).
fact	Something that can be proven to be true by evidence.
in-app purchases	Extra content or services that are advertised and can be bought when using an app.
influencer	A person who recommends products or services on social media.
opinion	A view or judgement about something.
respectful	Being considerate and polite to others, such as treating people kindly and with good manners.
snippets	A short summary.

We should behave safely and respectfully both on and offline.

Technology can be both a positive and negative distraction. If technology is making you feel sad, angry or you are spending too much time on it, then try to find something else to do that does not involve screentime.

## Key skills

- Understanding why some results come before others when searching.
- Understanding that information found by searching the internet is not all grounded in fact.
- Learning to make judgements about the accuracy of online searches.
- Identifying forms of advertising online.
- Reflecting on the positives and negatives of time online.
- Identifying respectful and disrespectful online behaviour.
- Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.

## Key knowledge

To know:

- Some of the methods used to encourage people to buy things online.
- Technology can be designed to act like or impersonate living things.
- Technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.
- What behaviours are appropriate to stay safe and be respectful online.

# T1 PE: OAA (Outdoor Adventurous Activities)

OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision making and teamwork skills. In this unit, pupils will learn these skills put them into practise in different orienteering activities.

This unit will also help you to develop other important skills.

- Movement Skills**
  - balance
  - co-ordination
  - run at speed
  - run over distance
- Social** communication, co-operation, collaboration
- Emotional** determination, resilience, honesty, trust, confidence
- Thinking** problem solving, evaluation, reflection, create, select and apply

## Key Vocabulary



**collaborate:** work jointly with others

**communicate:** share information

**effectively:** achieving a desired outcome

**instructions:** information to guide a task

**key:** information given to help identify objects on a map

**leader:** a person who guides others

**navigate:** to plan or follow a route

**orientate:** to turn a map so that it always faces the same way as the ground it represents

**reflect:** to think back on the experience

**role:** the job given to each person

**solve:** to find an answer

**symbol:** a sign, shape or object representative of different features on a map e.g. a triangle for a mountain

**teamwork:** working with others to succeed

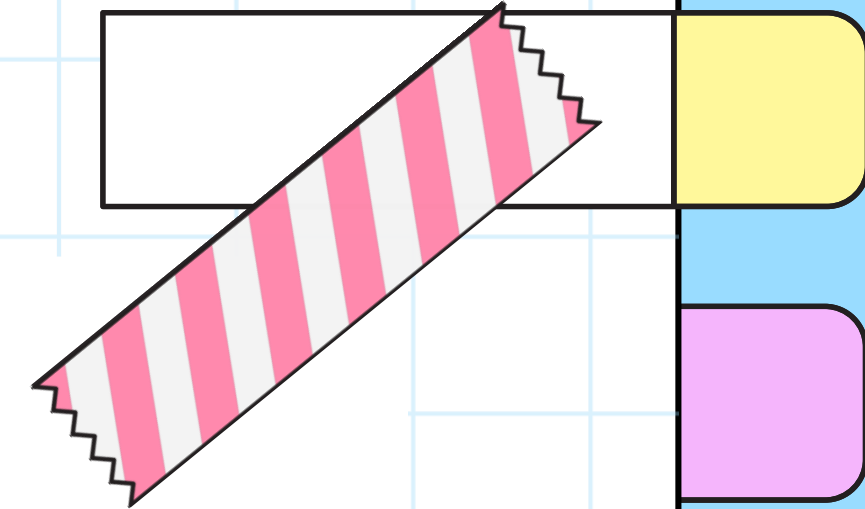
Over the course of the unit, pupils will learn:

- To develop co-operation and teamwork skills.
- To orientate a map and navigate around a grid.
- To develop observational skills, listening to others and following instructions.
- To develop trust whilst listening to others and following instructions.
- To be able to identify, draw and follow a simple map.
- To be able to orientate and navigate around a map and draw a route using directions.

**Ladder Knowledge**

Problem solving:	Navigational skills:	Communication:	Reflection:
Discussing the advantages and disadvantages of ideas will help to guide you to a conclusion about which idea to use.	Using a key and cardinal points on a map will help you to orientate it.	There are different types of communication that you can use. This could be visual, verbal or physical. This means you can communicate without talking.	Critically reflecting on when and why you are successful at solving challenges will help you to improve in future challenges.

# T1 PE: Gymnastics



Gymnastics is made up of a range of movement skills including balance, jumps rolls and shapes. Gymnastics began in ancient Greece as a way to exercise and develop physical strength. Modern gymnastics was developed in Germany in the late 1700s by Frederich Ludwig, who is considered the "Father of Modern Gymnastics"

Over the course of the unit, pupils will learn:

- To develop individual and partner balances.
- To develop individual and partner balances using apparatus.
- To develop control in performing and landing rotation jumps.
- To develop rotation jumps and sequence building using apparatus .
- To develop the straight, barrel, forward and straddle roll.
- To assess my straight, barrel, forward and straddle roll.
- To link actions that flow using the rolls I have learnt.
- To link actions that flow in a partner sequence using the rolls I have learnt.
- To develop strength in inverted movements.
- To develop strength in inverted movements.
- To create a 'great' partner sequence to include the skills I have learnt and apparatus.
- To create a 'great' partner sequence to include the skills I have learnt and apparatus.

Enter into a balance when both/all pupils have a clear understanding of their role.

Use a wrist grip for improved stability in any balance where pupils are holding hands.

Do not jump onto or off of another person. Always step down with control.

Ensure you have a base of support beneath you. The safest support points are over joints such as the hips and shoulders.

## Key Vocabulary



- body tension:** squeezing muscles to help to be stable when performing actions
- bridge:** an inverted action on hands and feet
- contrast:** different to one another
- extend:** to make longer
- flow:** smooth link
- fluidly:** flow easily
- inverted:** where hips go above head
- landing position:** a stable position used after jumping
- match:** the same
- momentum:** the direction created by weight and power
- perform:** to present to an audience
- rotation:** the circular movement of an object around a central point
- sequence:** a series of actions
- shoulder stand:** an inverted action on shoulders
- stability:** balanced
- wrist grip:** a safe grip used when performing partner or group balances



## Ladder Knowledge



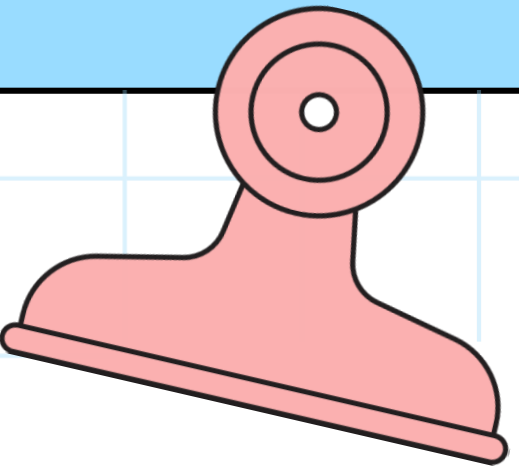
Shapes:	Inverted movements:	Balances:	Rolls:	Jumps:
Shapes can be used to improve your sequence. Be sure to show each shape clearly.	Inverted movements are actions in which your hips go above your head.	Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly.	Keep the shape of your roll using body tension.	Land toes first, look forwards and bend your knees to land with control.

## Movement Skills

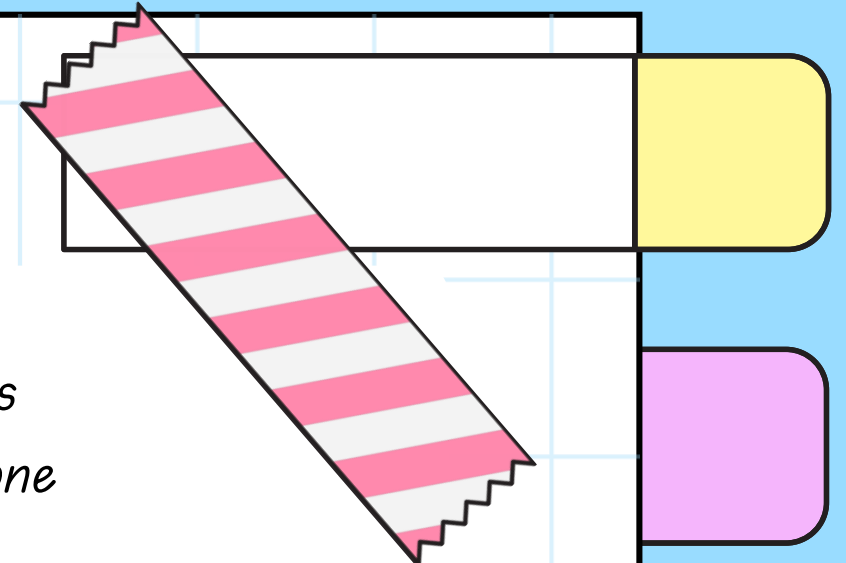
- individual and partner balances
- rotation jumps
- straight roll
- barrel roll
- forward roll
- straddle roll
- bridge
- shoulder stand

This unit will also help you to develop other important skills.

- Social** work safely, determination, collaboration, communication, respect
- Emotional** confidence, perseverance
- Thinking** observe and provide feedback, select and apply actions, creativity, evaluate and improve



# Term 1 RE and World Views: Janmashtami (Hinduism)



During Term 1, pupils will learn through the study of the Hindu festival of Janmashtami. This festival celebrates the birthday of Lord Krishna and falls in August or September. Krishna is one of the Hindu faith's most popular gods and the celebrations last for two days.



*During the study of Janmashtami pupils will:*

*Recognise that similarities and differences between people arise from several factors.*

*Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.*

*Describe and understand links between stories from different faiths. Pupils will respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them.*

*Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.*

*Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.*

*Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view.*

### Lesson Coverage:

- Who Am I? (Learning launcher)- pupils will consider what makes them who they are.
  - Hindu Gods and beliefs/teachings about God
- Krishna- stories behind the 'Birth of the Blue God' and comparisons to other stories from different faiths.
- Adventures of Krishna and the teachings behind these tales
- Celebrating Janmashtami- exploring how the festival is celebrated and the significance behind this.
- Role Models- what does it mean to be role model?

### Glossary

**bhajans**  
Indian religious songs.

**deity**  
A god or goddess.

**dharma**  
Religious duties or rules which believers should follow.

**fasting**  
To not eat or drink for a length of time.

**Krishna**  
A Hindu god.

**prasad**  
Food which is offered to the gods.

**supreme**  
The greatest power.

