

St Joseph's Catholic Primary School

Half Term Overview Planner

Autumn 2 2022-23

Theme: The Victorians



Year Group: 4

Teacher: Miss Hegedüs

	Week 1	Week 2	Week 3 Anti-bullying week	Week 4	Week 5	Week 6 Assessment Week	Week 7 Inspiring you week
<p>RE</p> <p>Trust in God</p> <p>Covenant, Incarnation, Liturgical Year</p>	<p>Sticky knowledge:</p> <ul style="list-style-type: none"> Trust in God, and each other, is integral to our beliefs as Christians. Key figures, such as Zechariah, Mary and Joseph, placed their trust in God, despite understanding the challenges this would bring. In our own lives, we face the same challenges of trust, like the Holy Family. Mary trusted in God and the promise God made to Mary at the Annunciation Joseph put his trust in God when the angel appeared to him God fulfilled his promise to Mary when Jesus, the Son of God, was born King Herod was the King at the time of Jesus' birth <p>Key vocabulary:</p> <ul style="list-style-type: none"> faith, trust, saints, temple, Zechariah, John the Baptist, Angel Gabriel, promises, Mary, grace, handmaid, Joseph, conceived, Holy Spirit, King Herod, Son of God, Bethlehem, saviour, nativity <p>Links to prior learning:</p> <ul style="list-style-type: none"> Previous learning about Creation and the Old Testament figures of Abraham, Moses and Daniel in Key Stage 1. The Bible as a book which is composed of the Old and New Testament. Prior live experiences of trust and making promises. <p>Social/cultural opportunities:</p> <p>Suggest answers to questions like, 'How can we trust other?' 'Why should we make promises?'</p>						
	<p>To understand the importance of trusting in God.</p> <p>We will explore how we can place our trust in God and that it is not always easy for us to trust.</p> <p>English core skills: Using</p>	<p>To know that it is not always easy to trust in God.</p> <p>We will learn about Jonah and how he found it difficult to trust in God. We will write about Jonah, reflecting on how he felt on his journey.</p> <p>English core skills: Using adverbs</p>	<p>To reflect on how Zechariah had to trust in God.</p> <p>We will reflect on how Zechariah had to trust in God. We will explore how Zechariah was surprised by the</p>	<p>To know that Mary trusted in God.</p> <p>We will reflect on what we can learn from Mary.</p> <p>English core skills: Answering the 5Ws</p>	<p>To know how Joseph put his trust in God.</p> <p>We will reflect on how Joseph showed his trust and that sometimes we need help to trust in God.</p>	<p>To know that God fulfilled His promise to Mary when Jesus was born.</p> <p>We will reflect on the importance of the birth of Jesus.</p>	<p>To know why God sent Jesus to Earth, reflect on who Jesus is for us.</p> <p>We will reflect on who Jesus is for us and what the meaning of Christmas is.</p>

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	<p>religious vocabulary</p> <p>We will make links to prior experiences and then also use trust exercises to show trust and experience being trusted.</p> <p>Burn2Learn</p>		<p>angel's message and how God's plan worked out for him.</p> <p>Maths core skills: Using a Venn Diagram</p>		<p>English core skills: Using expanded noun phrases</p> <p>We will explore how Mary and Joseph could have arranged their travel in modern times.</p> <p>Burn2Learn</p>	<p>English core skills: Writing a letter</p>	<p>English core skills: Reading comprehension</p>
<p>English</p> <p>Writing to Entertain</p> <p>Class text: Oliver Twist by Charles Dickens</p> <p>Text types: -diary -narrative</p> <p>Burn2Learn opportunities used in various ways throughout the lessons e.g. beach ball bonanza, spelling</p>	<p>At the start of this term, we will become reporters. We will conduct interviews to prepare to write our diaries as Oliver Twist and his hardships in Victorian England.</p> <p>Milestone 2: To draft and write by composing and rehearsing sentences orally (including dialogue) building a varied and rich vocabulary and range of sentence structures.</p> <p>Writing: Diary entry</p> <p>Milestone 2: To learn from text structure.</p> <p>Milestone 2: To plan and write.</p> <p>Milestone 2: To edit and improve.</p> <p>As we learn more about Oliver's adventures, we will write our own diary entries as Oliver himself, using descriptive language to create detail.</p> <p>Focusing on adverbs and fronted adverbials.</p> <p>Milestone 2: To use fronted adverbials.</p> <p>Milestone 2: To use commas after fronted adverbials.</p> <p>Our SPaG focus will also include tenses, conjunctions, adding -tion, -ly suffixes, spelling words with the 's' sound spelt 'sc' e.g. science, scene.</p>			<p>Writing: Narratives</p> <p>Features of a narrative</p> <p>Milestone 2: To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>We will be unpicking the features of narratives.</p> <p>Writing a narrative</p> <p>In our stories we will investigate the adventures of Oliver Twist.</p> <p>Milestone 2: To plan writing by discussing and recording ideas.</p> <p>Milestone 2: To use inverted commas and other punctuation to indicate direct speech.</p> <p>We will be using direct speech and make sure to punctuate them correctly.</p> <p>Week 6: Assessment week</p>			

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<p>aerobics, curriculum cups, whiteboard workout, treasure hunt, vocabulary bingo, vocabulary basketball</p>	<p>Reading focus: Discussing and explaining the meanings of words in context Retrieving information from the text Predicting what might happen Drawing inferences Identify main ideas in a paragraph Participate in reasoned discussion</p>		<p>SPaG focus: Word classes Sentence types Apostrophes for possession Suffix -ation -ly adverbs Fronted adverbials and their correct punctuation Direct speech and their correct punctuation</p>			
<p>Mathematics Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division Links made to the Victorians theme through worded problems. E.g. using Victorian money conversions, focus on arithmetic, practising number facts.</p>	<p>Addition and Subtraction Adding two 4-digit numbers Milestone 2: To add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate. Milestone 2: To solve number and practical problems that involve addition with increasingly large positive numbers. Subtracting two 4-digit numbers Milestone 2: To subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate.</p>	<p>Addition and Subtraction Estimating answers Checking strategies Milestone 2: To estimate and use inverse operations to check answers to a calculation. Problem solving Milestone 2: To solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.</p>	<p>Length and Perimeter Equivalent lengths (m-cm, cm-mm) Kilometres Milestone 2: To convert between different units of measure e.g. kilometre to metre. Perimeter Milestone 2: To measure and calculate the perimeter of a rectilinear figure</p>	<p>Multiplication and Division Multiplying by multiples of 10 and 100 Dividing by 10 and 100 Multiplying by 0 and 1 Dividing by 1 Milestone 2: To use place value, and known and derived facts, to multiply and divide mentally, including: multiplying by 0</p>	<p>Multiplication and Division Assessment week. Multiplying and dividing by 6 Multiplying and dividing by 9 Milestone 2: To recognise and use factor pairs and commutativity in mental calculations.</p>	<p>Multiplication and Division Multiplying and dividing by 7 11 and 12 times-tables Milestone 2: To recall multiplication and division facts for multiplication tables up to 12 x 12.</p>

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<p>Burn2Learn opportunities used in various ways throughout the lessons e.g. treasure hunt, whiteboard workout, finger fit, post-it forward, hoop hop</p>	<p>Milestone 2: To solve number and practical problems that involve subtraction with increasingly large positive numbers.</p>		<p>(including squares) in centimetres and metres.</p>	<p>and 1, dividing by 1, multiplying together three numbers.</p>		
<p>Science Electricity</p>	<p>Science sticky knowledge:</p> <ul style="list-style-type: none"> • Many household devices and appliances run on electricity. Some plug in to the mains and others run on batteries. • An electrical circuit consists of a cell or battery connected to a component using wires. • If there is a break in the circuit, a loose connection or a short circuit, the component will not work. • A switch can be added to the circuit to turn the component on and off. • Metals are good conductors so they can be used as wires in a circuit. • Non-metallic solids are insulators except for graphite (pencil lead). • Water, if not completely pure, also conducts electricity. <p>Key vocabulary:</p> <ul style="list-style-type: none"> • electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol <p>Links to prior learning: Exploring how things work, Y3 rocks and soils, magnets and forces, lights and shadows, animals including humans, plants</p> <p>Social/cultural opportunities: How do we generate electricity? How can we make sure it is environmentally friendly? Can we promote the use of renewable ways?</p> <p>How many appliances do we use at home? Is there a way to save energy day-to-day? Why is this good for the environment?</p>					
<p>Exciting Electricity</p>	<p>Electrical Appliances</p>	<p>Electrical Circuits</p>	<p>Electrical Circuits</p>	<p>Conductors and Insulators</p>	<p>Splendid Switches</p>	

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	<p>Milestone 2: To understand the ways electricity is generated.</p> <p>Cold task: pre assessment.</p> <p>Children will generate questions around the topic.</p> <p>English core skills: Writing a letter</p> <p>We will get familiar with the scientific vocabulary and learn about how electricity can be generated.</p> <p>Milestone 2: Ask relevant questions.</p>	<p>Milestone 2: To identify common appliances that run on electricity.</p> <p>We will discuss the dangers relating to electricity. Burn2Learn</p> <p>We will explore which appliances run on mains electricity, batteries, both or neither.</p> <p>Maths core skills: Record and present data using a Venn diagram</p> <p>Milestone 2: To record findings using simple scientific language, and labelled diagrams.</p>	<p>Milestone 2: To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>We will investigate what a series circuit is and what parts can be added to it. We will act out what a series circuit needs to be complete. Burn2Learn</p> <p>We will record the parts we investigate, naming and labelling them.</p> <p>Maths core skills: Create and label diagrams</p> <p>Milestone 2: To record findings using simple scientific language, drawings and labels.</p>	<p>Milestone 2: To identify whether 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.</p> <p>We will be creating series circuits and testing them to see if the bulbs light up depending on if they are complete or incomplete.</p> <p>Milestone 2: To identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>Milestone 2: To recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>We will investigate what materials are conductors or insulators.</p> <p>Maths core skills: Record and present data</p>	<p>Milestone 2: To recognise that a switch opens and closes a circuit and associate this with whether or not the lamp lights in a simple series circuit.</p> <p>We will explore the different types of switches we can find around the house or in school. Burn2Learn</p> <p>We will investigate how switches operate in a circuit.</p> <p>Assessment: showing understanding of electric appliances and circuits.</p>
<p>Computing</p> <p>Coding</p>	<p>Computing sticky knowledge and key vocabulary:</p> <ul style="list-style-type: none"> • Use stop, block, tell to keep safe online. • Content should be relevant and engaging. • Features of applications include adding text, images, audio, video. 					

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	<ul style="list-style-type: none"> Keynote's features are: sound including voiceovers, animations and transitions (with independence), begin to use buttons to link slides. <p>Key vocabulary:</p> <ul style="list-style-type: none"> animation, transitions, voiceovers <p>Links to prior learning: Y3 presentations, graphics, Internet safety, coding with Scratch, BookCreator</p> <p>Social/cultural opportunities: Advantages and disadvantages of engaging with different subjects and learning through online platforms. How can we use devices to help with our learning or with homework? How much time should we spend on devices?</p>			
	<p>Questions and Answers</p> <p>Milestone 2: Create content that accomplish given goals. Solve problems by decomposing them into smaller parts.</p> <p>We will always begin our computing learning by building our understanding of how to keep safe online. We will then be working with different types of quizzes and evaluating their pros and cons. We will plan how we can code a maths quiz.</p> <p>Maths core skills: Using the four operations + - x /</p>	<p>Short Quiz</p> <p>Milestone 2: To specify triggers for events.</p> <p>We will create our first few quiz questions as part of our quiz games.</p> <p>Milestone 2: Create conditions for actions by waiting for a user input.</p> <p>We will be coding sprites to make our quizzes more engaging and personalised with their own catchphrase.</p> <p>English core skills: Using interjections</p>	<p>Additional Effects</p> <p>Milestone 2: Use sequence and repetition in programs and work with variables.</p> <p>We will be adding backdrops, effective sound and animation to our quizzes.</p> <p>Maths core skills: Using a Venn diagram</p>	<p>Create Your Own Quiz</p> <p>Milestone 2: Use IF THEN conditions to control events or objects.</p> <p>We will be creating our quizzes and testing each other's to see whether they need debugging.</p>
<p>History Focus</p> <p>Victorian era</p> <p>Communicating historically</p>	<p>History sticky knowledge:</p> <ul style="list-style-type: none"> The Victorian era is the time when Queen Victoria was on the throne of the United Kingdom. Queen Victoria's reign was 1837-1901. People who lived during this period are known as Victorians. The Victorian era was one of great contrasts between the life of the rich and that of the poor. The rich lived a life of ease and comfort. They had servants to run their large houses. They wore elaborate clothing and ate meals of many courses. The life of the Victorian poor was extremely challenging. They often didn't have enough money for a decent meal or housing. They lived in constant fear of the workhouse. <p>Key vocabulary:</p>			

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- Queen Victoria, primary source, secondary source, Industrial Revolution, mill, workhouse, steam engine, factory, manufacture, textiles.

Significant Person: Dr Barnardo

Links to prior learning: Y1 transport, Y2 changes in transport and development, Y3 Stone Age to Iron Age, Tudors

Social/cultural opportunities: Inequalities between the lives of rich and poor

<p>Victorian themed day</p> <p>We will bring the Victorian era to life by having a 19th century style themed day so children can experience what a Victorian school day would have been like. We will also learn some interesting facts about Queen Victoria.</p> <p>English core skills: To retrieve information.</p>	<p>Monarchy and Constitutional Monarchy</p> <p>Milestone 2: To understand the concept of monarchy.</p> <p>The children will make links to their prior knowledge of what a monarchy is (Y3 Tudors link) and what they know about Queen Elizabeth II (link to British Values of Democracy and Constitutional Monarchy). We will use the timeline in school to help us with placing the events and key individuals on the timeline.</p>	<p>Life of the rich and the poor</p> <p>Milestone 2: To describe the social, cultural diversity of past society.</p> <p>We will find out what life was like for rich and poor Victorian children.</p> <p>English core skills: Reading comprehension</p> <p>Reading around the subject and researching.</p>	<p>Working Children</p> <p>Milestone 2: To describe the characteristic features of the past, including attitudes and experiences of children.</p> <p>We will further investigate how Victorian children spent their days and what type of work and working conditions they had to put up with. We will link this to our local history with the industry in Leeds and Armley Mill.</p> <p>Schooling</p> <p>Children will consider the differences between modern and Victorian schooling. We will write our comparison paragraphs after using a Venn Diagram to present the differences and similarities.</p> <p>English core skills: Making comparisons using conjunctions</p> <p>Maths core skills: Representing data using a Venn Diagram</p> <p>Milestone 2: To use literacy skills to communicate information about the past.</p> <p>We will imagine a difficult day at work and write a diary as a Victorian child. We will reflect on the life of rich and poor and the differences for boys and girls.</p>	<p>Changes in law</p> <p>Milestone 2: To suggest causes and consequences of some of the main events and changes in history.</p> <p>Children will find out about the lack of laws to protect children in the early Victorian period before moving on to look at some of the laws and changes that were introduced to protect children. They will find out about the work of Lord Shaftesbury and Dr Barnardo and consider why some people were against the changes they introduced.</p> <p>English core skills: P.E.E.</p> <p>Building on all of our prior learning, we will be drawing our conclusion about how lives of Victorian children changed due to the laws and legacy on this on the children today. We will further build on this learning by comparing it to the</p>
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				<p>To link this to prior learning, the children will reflect on the differences between the lives of the Victorian children and children in the Stone Age.</p> <p>English core skills: Writing a diary entry</p>	<p>children's own lives and modern laws, linking this to our PHSE learning about British Values regarding Democracy and the Rule of Law.</p>
<p>Geography</p> <p>Communicate geographically</p>	<p>Geography sticky knowledge:</p> <ul style="list-style-type: none"> Name and locate major cities in the UK. E.g., Liverpool, Leeds. <p>Key vocabulary:</p> <ul style="list-style-type: none"> Transportation, transport links, pumps, inventions <p>Links to prior learning: Geographical physical and human features, Y1-trains, Y2-early bicycles and lifeboats</p> <p>Social/cultural opportunities: Impact of humans and their inventions on the planet.</p>				
			<p>Industrial Revolution</p> <p>Milestone 2: To describe key aspects of human geography, including settlements and land use.</p> <p>We will learn about the Industrial Revolution in Victorian times and the rise of technology and industry. We will learn about how people's work and lives were affected, and the transport links used.</p> <p>We will link this to our locality through the transport link of the Leeds Canal and its uses in the Victorian times and now. We will also make links to the children's prior learning about trains, bicycles and lifeboats.</p>		
<p>Art Focus</p> <p>Printing</p> <p>Artist-William Morris</p>	<p>Sticky knowledge:</p> <ul style="list-style-type: none"> William Morris (1834 -1896) was a British artist. The Victorian poet and designer is especially known for his wallpaper print designs. A wide variety of techniques can be used to make interesting and eye-catching printing blocks (e.g., coiled string glued to a block, carved wood of foam, cardboard cut-outs). Printing can replicate patterns observed in natural or built environments. Shapes can be repeated to create pattern. Patterns can be natural, e.g., those found in leaves or trees, spiral of a shell, symmetry of a snowflake. 				

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(DT skills involved:
Cutting materials accurately)

- Man-made patterns are where artists deliberately use line and shape to create specific patterns.
- Printing blocks are painted and then pressed onto paper to create prints.
- Applying pressure onto the printing block evenly will create an even spread of paint.
- Lining up the printing blocks precisely will create precise repeating patterns.
- Positive space refers to the areas in a work of art that are the areas of interest.
- Negative space is the background or the area that surrounds the subject of the work.

Key vocabulary:

- wallpaper, natural shapes, symmetrical designs, printing block, repeating pattern, half-drop pattern, positive space, negative space.

Prior learning:

EYFS: Making rubbings and prints by using printing tools. Y1: Printing using different materials to print.

Social/cultural opportunities:

What is the advantage and disadvantage of mass produced art?

Evaluate

Milestone 2: To comment on artworks using visual language.

We will evaluate the work of William Morris. Children will look in detail at his textile and wallpaper designs to analyse and compare them. They then go on to use his art to create a print design in a similar fashion.

English core skills: Using adjectives

Plan

Milestone 2: To make printing blocks.

Morris' designs had natural inspirations. Much like Morris used sketching and drawing to gain his inspirations, the children will use their observation skills to sketch and then create their printing blocks.

Learn and practise skills and techniques

Milestone 2: To use layers of two or more colours.

Using inspiration from Morris' designs and their sketching from the previous lessons, children will create a design for their own printing block, make it out of cardboard and test it out in a repeating pattern and layering colours effectively.

Do

Milestone 2: To replicate patterns observed in natural or built environments.

Milestone 2: To make precise repeating patterns.

Children will create more printing blocks out of different materials. They then use these blocks to print rotating patterns or a print with a different layout. We will explore printing blocks that use string and cardboard to produce a different effect when printing, together with printing in multiple layers.

Review

Milestone 2: To comment on artworks.

Children evaluate their finished artwork. Comment on what went well and what could be improved.

English core skills: Expanded noun phrases

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<p>MFL</p> <p>The World Around Us</p>	<p>Sticky knowledge:</p> <ul style="list-style-type: none"> • UK countries in French • Lessons at school <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Les maths = Maths • Les science= Science • L'anglais= English • Le sport = PE • L'histoire = history • La geographie=Geography • La religion= RE • La musique=music • L'informatique= computing • Le dessin = art <p>Prior learning: Y3 greetings, colours, numbers</p> <p>Social/cultural opportunities: Why is it important to learn another language? Appreciating different cultures and diversity.</p>		
	<p>The UK</p> <p>Milestone 2: To ask and answer simple questions.</p> <p>Milestone 2: To take part in discussions and tasks.</p> <p>Burn2Learn</p>	<p>Where do they speak French?</p> <p>Milestone 2: To take part in discussions and tasks.</p> <p>Burn2Learn</p>	<p>French in our school - lessons</p> <p>Milestone 2: To understand the main points from spoken passages.</p> <p>Milestone 2: To read short phrases.</p> <p>Burn2Learn</p>
<p>Music</p> <p>Composing</p>	<p>Sticky knowledge:</p> <ul style="list-style-type: none"> • Dynamics refer to how loud or quiet the music is. • Tempo can be slow or fast. • Layers of sound are created when more than one sound is occurring at the same time. • Unison means to be played together at the same pitch. <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Hook, introduction, backing vocals, duration, tempo, dynamics, pitch, beat, timbre, silence, layers. <p>Prior learning:</p>		

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	<ul style="list-style-type: none"> Listening to different music and expressing likes and dislikes. <p>Social/cultural opportunities:</p> <ul style="list-style-type: none"> How can we learn from other cultures through their music? How does music connect us all? 						
	<p>Milestone 2: To evaluate music. We will reflect on Antonio Vivaldi's composition called Winter from The Four Seasons. The children will use descriptive vocabulary to describe winter weather and explore how the music brings to life the winter season. English core skills: Writing a poem</p> <p><u>Making links</u> - Alphabet brainstorming - activating prior learning on musical knowledge and skills.</p>	<p>Milestone 2: To create repeated patterns with a range of instruments. We will explore the sound of dripping icicles, then choose different instruments to play the tapping rhythms and sounds.</p>	<p>Milestone 2: To choose, order, combine and control sounds to create an effect. Milestone 2: To use sound to create abstract effect. Inspired by Vivaldi's The Four Seasons, the children will compose their own piece of 'programme' music in small groups to tell their own stories.</p>				
<p>PE</p> <p>Ball games</p>	<p>Sticky knowledge:</p> <ul style="list-style-type: none"> Know what is meant by a drop shot in tennis - when you hit the ball without it bouncing, usually close to the net so your opponent doesn't have much time. The baseline is the back line of the tennis court. You would start each point by standing in this area and it is easier to return the ball when you stand there as you have more time. To know different basketball passing techniques: chest pass, bounce pass, overhead pass. There are some key differences between netball and basketball: travelling with the ball, height of net etc, positions. To know the differences between attacking and defending approaches in a competitive game. Defending is stopping the other team scoring or getting closer to scoring points, often out of possession. Attacking is when you have the ball/equipment and are trying to score points or gain advantage. <p>Key vocabulary:</p> <ul style="list-style-type: none"> passing, possession; selection, teamwork, planning, roles, rules, referee <p>Prior learning: Team games</p> <p>Social/cultural opportunities: Why is teamwork important? What is sportsmanship?</p>						
	PE Partner: Hockey	PE Partner: Football	PE Partner: Tennis	PE Partner: Basketball	PE Partner: Netball	PE Partner: Dodge ball	PE Partner: Bench ball

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	<p>Milestone 2: To understand the importance rules play in the safety of sport. To improve my understanding of why rules exist in sports.</p>	<p>Milestone 2: To kick a moving ball through a gate that is 7m away and is 2m wide. To improve the relationship between body position and accuracy.</p>	<p>Milestone 2: To perform a drop shot. To improve the understanding of what a drop shot is and the control needed to play one.</p>	<p>Milestone 2: To understand how to create a passing opportunity. To improve my timing and reading of game situations.</p>	<p>Milestone 2: To defend appropriately when a direct opponent is shooting. To improve my ability to read fakes and focus on the ball.</p>	<p>Milestone 2: To hit a static target with a dodge ball from 3m away. To improve understanding of the relationship between accuracy and distance and power.</p>	<p>Milestone 2: To catch and pass a netball in one fluid movement. To improve the speed of thought to benefit game play.</p>
<p>PSHE</p> <p>Identity, Society and Equality: Individual Liberty & Physical Health and Wellbeing</p>	<p>Contemplating principles of justice, equality and co-existence, individual liberty</p> <p>We will discuss ideas of freedom, responsibility, having a voice and everyone having the right to be heard.</p> <p>We will think about what makes us special and unique. We will also consider what kind of social contract needs to be in place to ensure that everyone can co-exist harmoniously.</p> <p>English core skills: Writing a poem</p>	<p>Week 3 is Anti-bullying week</p> <p>The children will be able to discuss what is bullying and why it is unacceptable. They will think about how their behaviour affects others, how to help someone who is in need and also know where to go if they need help.</p> <p>Road Safety Workshops organised for Y4 children</p>	<p>Physical Health and Wellbeing</p> <p>We will be exploring physical health and wellbeing through our food choices and learning about different food groups. We will reflect on the benefits of exercise and how important it is to get enough sleep to keep fit and energised throughout the day.</p>				