

Nurturing a caring community, in which every child learns well.

Driver 1: Citizenship

Enable children to make their own decisions and take responsibility for their own lives and communities.

Develop children's understanding of and responsibilities within their communities from the local (Sheffield) to the national (British) and finally global (World)

Driver 2: Aspiration

Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.

Promote self-efficacy, which is an individual's belief in his/her innate ability to achieve goals.



Long Term Project Planning: Learning Objectives

Year Group: Y4

Term: Autumn 1

Project Stimulus (Visit/Visitor/Experience): Weston Park Museum Visit

Project Outcome: Class Museum

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Long Term Project Planning: Key Questions/Skills

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Subjects Taught Discretely

PE

Can they swim confidently and proficiently over a distance of at least 25 metres?

Can they use a range of strokes effectively eg front crawl, backstroke or breaststroke?

Can they perform self-rescue in different water-based situations?

Can they run over a long distance?

Can they spring over a short distance?

Can they throw in different ways?

Can they hit a target?

Can they jump in different ways?

French

Revision of colours

Parts of the body

Translating French questions

Zoo animals

The verb 'to be'

RE

Can they describe the lives of some inspirational and spiritual leaders from the modern world?

Do they understand how key leaders can be sources of wisdom for religious believers?

Can they explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they have lived?

Can they apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration?

PSHE

To understand that their actions affect themselves and others.

To understand why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

To judge what kind of physical contact is acceptable or unacceptable and how to respond.

To recognise and challenge stereotypes

To understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

To understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).

Real PE

Personal

Coordination

Static balance