

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: 4

Term: Autumn 2

Project Stimulus (Visit/Visitor/Experience): Visiting performer and additional drama lessons.

Project Outcome: Christmas Production - Straw and Order



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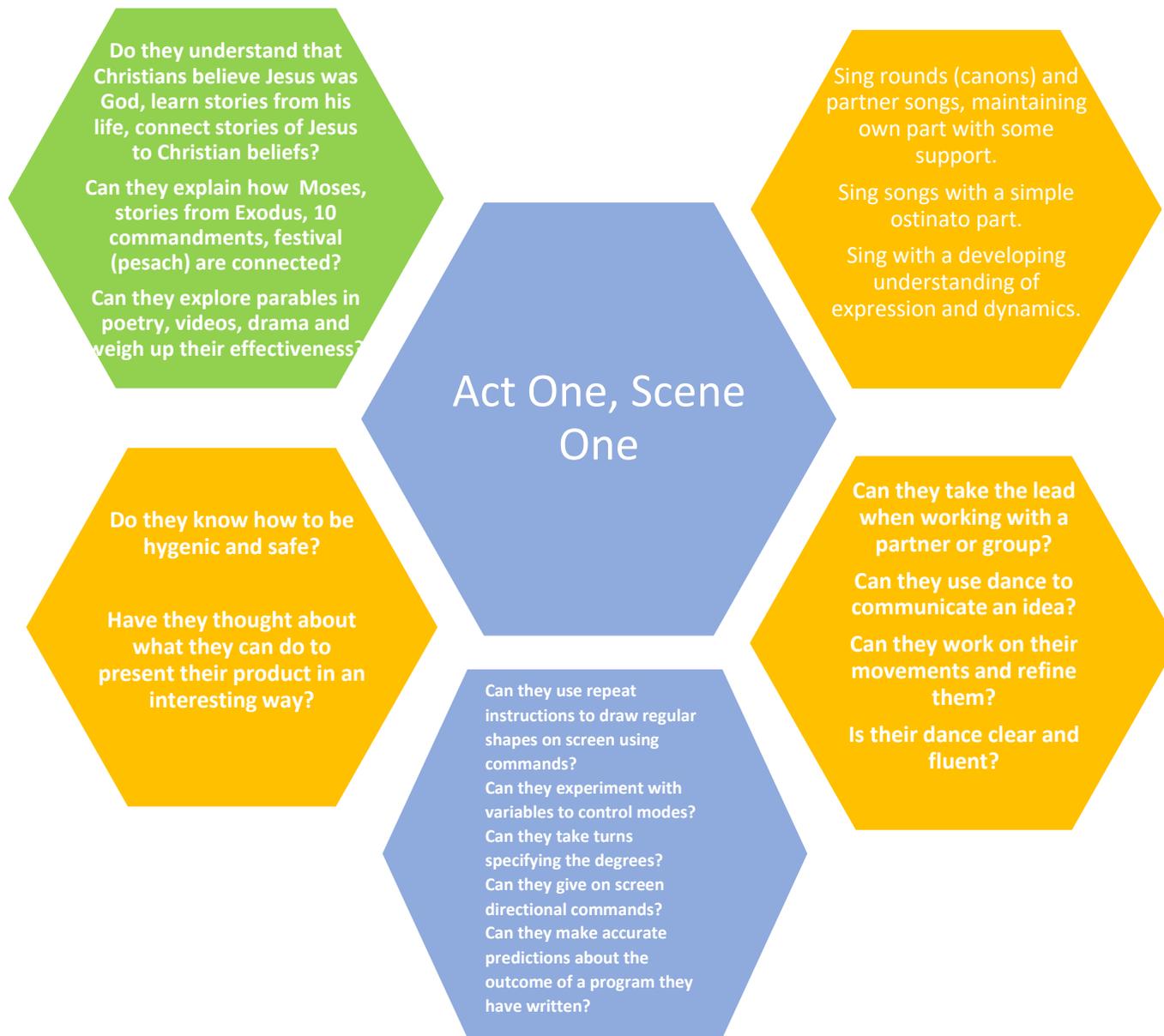
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PE

Swimming

Can they swim competently, confidently and proficiently over a distance of at least 25 metres?
Can they use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?

Can they perform safe 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?

French

The verb 'to be'

Adjectives to describe people

Christmas vocabulary

Real PE

Social

Dynamic balance to agility

Static balance

Long Term Project Planning

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Subjects Taught Discretely

Art and Design

Show an understanding of shape, space and form. Talk about their work, showing an understanding of the process of construction.

Explore problem-solving activities with 3D materials to use materials inventively and

Produce ingenious solutions (build the highest...the longest/strongest/ widest).

PSHE

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 understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United

Nations Declaration of the Rights of the Child.

To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.

Science **States of matter**

Can they compare and group materials together, according to whether they are solids, liquids or gases?

Can they explain what happens to materials when they are heated or cooled?

Can they measure or research the temperature at which different materials change state in degrees Celsius?

Can they use measurements to explain changes to the state of water?

Can they identify the part that evaporation and condensation has in the water cycle?

Can they associate the rate of evaporation with temperature?

Can they group and classify a variety of materials according to the impact of temperature on them?

Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?

Can they relate temperature to change of state of materials?