

**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:** Spring 1 &2

**Project Stimulus:** Grimm & Co. Rotherham. Residential to Duke's Barn.

**Project Outcome:** Create our own book complete with illustrations. Complete a class book that will be printed.

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**Long Term Project Planning: Key Questions/Skills**

**Year Group: 4**

**Term: Spring 1 & 2**



## PE

Use running, jumping, throwing and catching in isolation and in combination to play **Mat Ball**  
Can they use tactics to their advantage?  
Can they catch while on the move?  
Can they throw using different techniques?  
Can they hit a target?  
Can they jump in different ways?

## PSHE

To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.

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To recognise and manage 'dares'. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

To understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

To differentiate between the terms, 'risk', 'danger' and 'hazard'.

## **Long Term Project Planning**

**Year Group:** 4

**Term:** Spring 1 & 2

**Subjects Taught Discretely**

## Music

**Improvise and compose music for a range of purposes using the inter-related dimensions of music**  
Perform simple rhythmic and melodic patterns on variety of percussion instruments.  
Create a soundscape using tuned and untuned percussion.  
Compose four bars of music using 3 notes with an understanding of note value and time signature.  
Share ways to improve the composition of others

## Geography

Do they understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  
Geographical skills and fieldwork:  
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Cooking

Can they understand and apply the principles of a healthy and varied diet?  
Can they prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques?  
Do they know what to do to be hygienic and safe?

## French

**Members of the family**

**Use story vocabulary in French**

**Pets' vocabulary**

**Easter vocabulary**

## History

A study of an aspect or theme in British History beyond 1066.

## Real PE

Cognitive  
Dynamic balance on a line  
Coordination  
Creative  
Coordination  
Counter balance