

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: Summer 2

Project Stimulus: Artist Visitor, Art in Sheffield, Madina Mosque visit.

Project Outcome: Nether Edge Young Artist's Show (Art Exhibition)

Science

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions.

Long Term Project Planning

Year Group: 4

Term: Summer 2

Subjects Taught Discretely

Cooking & Nutrition

Prepare and cook a variety of meals

Do they know what to do to be hygienic and safe?

Have they thought about how they can present their product in an interesting way?

PE

Can they catch with one hand?

Can they throw and catch accurately?

Can they hit a ball accurately and with control? Can they keep possession of the ball?

Can they move to find a space when they are not in possession during a game?

Can they vary tactics and adapt skills according to what is happening?

Geography

Can they describe and understand key aspects of rivers and the water cycle?

Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?

PSHE

To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local Environment) and to use this as an opportunity to build resilience.

To understand how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are

Concerned by such a request.

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 personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have Rights to privacy.

To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

Real PE

Health and fitness

Agility

Static balance

French

Numbers 12-31

Write about things they like

Leisure activities

Weather

Music

Discuss the emotional impact of a piece of music

Recognise the family groups within the orchestra and the importance of the conductor.