

Year 3/4 Mother Nature's Plate

| | MFL | PSHE | PE | RE |
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| <p><i>National Curriculum objectives and coverage</i></p> | <p>French Year 3</p> <p><u>Subject Endpoints</u></p> <p>Skills Recognise and respond to familiar spoken words, phrases and sentences (such as instructions/classroom vocabulary). Ask and answer simple questions. Perform simple communicative tasks using correct pronunciation. Recognise some familiar words in written form. Read a simple sentence, rhyme or poem. Write simple words.</p> <p>Knowledge Identify countries where the language is spoken. Discuss similarities and differences of social conventions between different cultures. Recognise a children's song/rhyme well known to native speakers.</p> <p>Year 4</p> <p><u>Subject Endpoints</u></p> <p>Skills Identify words/short phrases and recognise/compare different sounds. Ask and answer a wider range of questions. Memorise and present a short spoken text. Read and understand a range of familiar written phrases. Read a wider range of words, phrases and sentences aloud. Write some familiar words and phrases without help.</p> <p>Knowledge Discuss festivals and celebrations in different cultures. Compare aspects of everyday life at home and abroad. Identify similarities in some traditional stories.</p> | <p>Relationships-TEAM (Together everyone achieves more)</p> <p><u>Subject Endpoints</u></p> <p>Skills Develop teamwork skills. Be considerate. Resolve conflicts peacefully. Have a positive impact on the team.</p> <p>Knowledge Identify the impact their actions have on others. Work effectively as part of a team.</p> <p>Health and Wellbeing - Think Positive</p> <p><u>Subject Endpoints</u></p> <p>Skills Recognise positive and negative feelings. Think positively. Take responsibility. Manage difficult emotions.</p> <p>Knowledge To know how our attitude towards life can affect our mental health. Use positive thinking to resolve problems and move forward.</p> | <p>Play competitive games: Handball.</p> <p><u>Subject Endpoints</u></p> <p>Skills Begin to pass the ball in different ways e.g. chest, bounce, low, high, shoulder. Understand and follow the rules of a game. Start to learn about the principles suitable for attacking and defending.</p> <p>Knowledge Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance: Athletic Activities (Multi-skills).</p> <p><u>Subject Endpoints</u></p> <p>Skills Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills.</p> <p>Knowledge Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Perform dances using a range of movement patterns: Dance.</p> <p><u>Subject Endpoints</u></p> <p>Skills Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment.</p> <p>Knowledge Perform dances using a range of movement patterns. Evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance: Fitness (Circuit Training)</p> <p><u>Subject Endpoints</u></p> <p>Skills Collaborate with others to keep track of personal achievement. Compete with others (and the past self) at various fitness stations. Develop flexibility, strength, technique, control and balance.</p> <p>Knowledge Compare performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how to improve in different physical activities.</p> | <p>Hinduism- festivals and worship</p> <p><u>Subject Endpoints</u></p> <p>Skills Pupils understand Hindu festivals (Holi, Diwali etc). Pupils understand Mayan festivals.</p> <p>Knowledge Compare Hindu festivals to Mayan festivals. Pupils create their own Mayan headdress to represent something sacred to them.</p> <p>Hinduism with a focus on Murti Puja and Islam with a focus on the 5 Pillars (Ramadan and Hajj)</p> <p><u>Subject Endpoints</u></p> <p>Skills Understand how Hindus and Muslims use food to worship (Murti Puja/Ramadan). Understand how to take responsibility for actions in their own lives. Understand that religious people have responsibilities with regards to worship.</p> <p>Knowledge Demonstrate responsibility by making fruit kebabs.</p> |
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