Year 3/4 Rampaging Romans

	MFL	PSHE	COMPUTING	PE
National Curriculum objectives and coverage **Curriculum Enrichment** **Roman Workshop** **Visiting Musician**	**French** **Subject Endpoints** **Skills** Read carefully and show understanding of words, phrases and simple writing. Identify words/short phrases and recognise/compare different sounds. Read a wider range of words, phrases and sentences aloud. Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material. **Knowledge** Identify French words for: family, animals, days, months, seasons and weather. Write some familiar words and phrases without help. Increase awareness of rules and patterns of language, along with the use of pronunciation and intonation to influence meaning.	**Relationships - Be Yourself** **Subject Endpoints** **Skills** To express thoughts and feelings respectfully. Know how and when to be assertive. Recognise personal strengths and achievements. Recognise different emotions. To know how to make things right when we make mistakes. **Knowledge** To develop respectful relationships. Use personal strengths and achievements to build self-confidence. **Health and Wellbeing - Safety First** **Subject Endpoints** **Skills** Develop strategies to deal with peer pressure. To take responsibility for own safety. To recognise hazards and dangers. **Knowledge** Know what to do in risky situations. Recognise dangerous substances; drugs (including medicines), cigarettes and alcohol. **SRE- It's My Body and Growing Up** **Subject Endpoints** **Skills** To recognise safer choices regarding bodies and health. Develop strategies on how to keep our bodies healthy. Develop respectful approaches to discuss body parts and relationships. **Knowledge** Identify ways to look after our bodies in terms of: sleep and exercise, diet, cleanliness and substances. To know we grow and change, both physically and emotionally. Understand how male and female bodies play a part in human reproduction. To know about different relationships and family structures.	**Computing - What is a Computer? Computer Networks** **Subject Endpoints** **Skills** Recognise when it is and isn't appropriate to use technology. Explain and use a range of input and output devices. Discuss what might be inside devices e.g. a microphone/camera inside a mobile phone. **Knowledge** Explain that a computer needs to be connected to a network to access it. Identify the different parts in a network e.g. switch, server. Explain the basis of how Wi-Fi works. Recognise places where computer networks are used. Explain how a file is saved on a different computer to the one it was created. Explain that information travels through radio waves (wifi) and wires. Know that a range of digital devices can be considered a computer. Understand that a computer receives input through a circuit. Explain the difference private and shared files. Know the difference between the Internet, networks and internet services e.g. World Wide Web. Understand and apply the fundamental principles and concepts of computer science. **Communicating** **Subject Endpoints** **Skills** Find media and download it from the internet. Capture still images from video independently. Capture video using a range of devices. Make use of effects including transitions and animations to enhance their digital texts. Use simple photo and video editing tools to change the appearance of images. Import video and sound into editing software and combine clips to make longer sequences. **Knowledge** Create a digital text which includes making choices. Create and edit music and sound tracks using music apps or software. **Online Safety** We follow Education For a Connected World. **Self-image and Identity** **Subject Endpoints** **Skills** Discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice. Have an understanding of the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. To identify effective routes for reporting and support and explore the impact of online technologies on self-image and behaviour. **Knowledge** To have an understanding of how technology shapes communication styles and to be able to identify strategies for positive relationships in online communities.	**Cricket** **Subject Endpoints** **Skills** Develop underarm bowling accuracy. Develop batting accuracy and begin to work on directional batting. Develop close, and deep field, catching. **Knowledge** Use throwing and catching in isolation and in combination. Confidently catch a ball thrown towards them. Play competitive games: **Netball** **Subject Endpoints** **Skills** To continue to pass the ball in different ways e.g. chest, bounce, low, high, shoulder. To continue to learn about the principles suitable for attacking and defending. **Knowledge** To understand and follow the rules of a game. Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending. Play competitive games: **Tennis** **Subject Endpoints** **Skills** To grip a tennis racket in the correct way. Develop racket skills in order to manipulate the ball. To read the bounce of a ball and be able to hit the ball with the racket after a bounce. To develop agility, control and balance. **Knowledge** To play competitive games. Develop flexibility, strength, technique, control and balance: **Outdoor Athletics** **Subject Endpoints** **Skills** Develop sprinting techniques. Develop flexibility, strength, technique, control and balance in a variety of athletic events. **Knowledge** Engage in a variety of athletic events in order to practice for Sports Day. Use running, jumping and throwing in isolation. To evaluate and reocognise own success in the pursuit of personal bests.

Year 5/6 Gifted Greeks

	MFL	PSHE	COMPUTING	PE
National Curriculum objectives and coverage **Curriculum Enrichment** **Greek Workshop** **Talk from an Architect**	**French** **Subject Endpoints** **Skills** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. **Knowledge** To apply vocabulary to different contexts. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Identify French words for: sports and leisure activities around town and homes. Describe people, places, things and actions orally and in writing.	**SRE** **It's My Body and Growing up** **Subject Endpoints** **Skills** How to deal with their feelings towards themselves, their families and others in a positive way. Explore how the media presents information. Recognise and challenge stereotypes. To know where different pressures can come from and how these pressures can be resisted. Be aware of different types of relationships, including marriage and those between friends and families. To know how to engage positively in a relationship. That their actions affect themselves and others. **Knowledge** Recognise how we grow and change, both physically and emotionally. Recognise the types of relationships people have. To know about sexual relationships and sexually transmitted diseases. To know about positive body image and stereotypes. **Health and Wellbeing - Aiming High** **Subject Endpoints** **Skills** Recognise achievements, aspirations and opportunities. Recognise the type of attitude that helps us succeed. Identify own personal preferred learning styles, to understand how individuals learn best. Recognise challenges people face and barriers to success. Develop strategies to overcome such obstacles. To identify opportunities that are available now and those which may be available in the future. Identify stereotypes in the world of work. **Knowledge** To adopt preferred individual learning style in order to learn best. Know that attitudes effect successes. Work in a solution focused way to overcome barriers to success. To reflect on their personal goals and the steps they can take to achieve these in the future.	**Computing - What is a Computer? Computer Networks** **Subject Endpoints** **Skills** Develop strategies to avoid internet trolling. Reduce individual digital footprint. To use computer networks for communication and collaboration. Apply the fundamental principles and concepts of computer science. **Knowledge** Explain the role of an IP address and a Domain Name System DNS. Explain how a website request is sent from router to router before being found. Know the difference between the Internet and a web browser. Explain why computers use binary to send information. Explain that the Internet uses packets when sending data. know the difference between physical, wireless and mobile networks. Explain why different methods are used to send information. To be aware of the consequences of too much screen time. (Health, well-being and lifestyle). Know that a computer receives an input, processes it and then gives a visible output. know how a computer works and the main components of a computer system. know the difference between hardware and application software, and their roles within a computer system. Show an awareness of tasks best completed by humans or computers. **Communicating** **Subject Endpoints** **Skills** Create a digital text which includes a range of elements for a specific purpose. Use text, sound, image, video camera angles and framing editing tools and techniques to create a desired effect. Use a range of devices to create music. Work collaboratively on an online document. **Knowledge** Evaluate the design and layout of digital texts and use their findings to support the planning and design in their work. **Online Safety** We follow Education For a Connected World. **Self-image and Identity** **Subject Endpoints** **Skills** Identify strategies for positive relationships in online communities. Use effective routes to report inappropriate online behaviour. Engage in positive online interaction to empower and amplify voice. **Knowledge** To have an understanding of the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. Explore the impact of online technologies on self-image and behaviour. Know how technology shapes communication styles.	**Cricket** **Subject Endpoints** **Skills** Continue to develop underarm bowling accuracy. Continue to develop directional batting. Develop close, and deep field, catching. **Knowledge** To use throwing and catching in isolation and in combination. To bat the ball in an intended direction. Accurately bowl towards a target. **Basketball** **Subject Endpoints** **Skills** To dribble with the ball and turn where necessary. To accurately shoot the ball towards a target/net. Adopt effective attacking and defending techniques. **Knowledge** Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending. **Tennis** **Subject Endpoints** **Skills** To play a forehand shot. To play a backhand shot. Develop different types of shots to play when attacking the opponent. **Knowledge** Play competitive games of Tennis. Develop flexibility, strength, technique, control and balance: **Outdoor Athletics** **Subject Endpoints** **Skills** Further develop sprinting techniques. Develop flexibility, strength, technique, control and balance in a variety of athletic events. **Knowledge** Engage in a variety of athletic events in order to practice for Sports Day. Use running, jumping and throwing in isolation. Evaluate and recognise own success in the pursuit of personal bests.