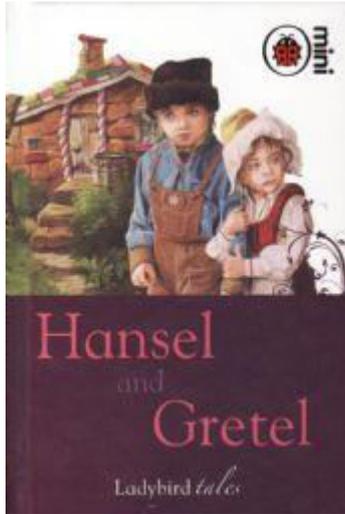


## ENGLISH

Traditional tale: Hansel and Gretel linked to newspaper articles.



Newspaper Articles (based on Hansel and Gretel). Discuss the idea with children; are Hansel and Gretel villains or heroes? If you were writing a newspaper, depending on your point of view would depend on the 'angle' your newspaper was coming from.

Narrative: Myths and Legends

Poetry: Senryu

## RE

**What does worship mean? – why are heroes and villains worshipped? What for? Who is considered a hero? A villain?**

**What do we mean by commitment?**

# Hero or Villain? (Y4)

## COMPUTING

Programming – children use 2DY to create a levelled game using the idea of heroes and villains. Children the progress to using scratch to create a scenario using programming linked to a hero/villain.

LINK HEAVILY TO E-SAFETY – is the internet a hero or a villain? What 'villains' may you encounter on the internet? Create a Facebook account for Hansel and Gretel, how can they stay safe online? Screenshot 'cyber-bullying' and discuss.

## HISTORY

Children study the ancient Greeks and the Normans through the eyes of heroes or villains from that date.

### Ancient Greeks

Hercules

Achilles

Aedeses

Jason

Perseus

A non-European society that contrasts with British history :

- Early Islamic civilisation Bagdhad AD900
- Mayan Civilization AD900
- Benin West Africa AD900 - 1300

## DISCRETE SUBJECTS:

French

PE

Computing

## MATH

**Time, temperature, money – all linked to the story of Hansel and Gretel.**

**School survey – children's favourite hero and villain.**

# Hero or Villain? (Y4)

## HISTORY

- ✓ Do they appreciate that the food people ate was different because of the availability of different sources of food?
- ✓ Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
- ✓ Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?
- ✓ Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
- ✓ Can they describe events from the past using dates when things happened?
- ✓ Can they use a timeline within a specific time in history to set out the order things may have happened?
- ✓ Can they use their mathematical knowledge to work out how long ago events would have happened?
- ✓ Can they suggest why certain events happened as they did in history?
- ✓ Can they suggest why certain people acted as they did in history?
- ✓ Can they use various sources of evidence to answer questions?
- ✓ Can they use various sources to piece together information about a period in history?
- ✓ Can they research a specific event from the past ?
- ✓ Can they use their 'information finding' skills in writing to help them write about historical information?
- ✓ Can they through research identify similarities and differences between given periods in history?

# Hero or Villain? (Y4)

## HISTORY

- ✓ Can they plot recent history on a timeline using centuries?
- ✓ Can they place periods of history on a timeline showing periods of time?
- ✓ Can they use their mathematical skills to round up time differences into centuries and decades?
- ✓ Can they explain how events from the past has helped shape our lives?
- ✓ Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?
- ✓ Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- ✓ Do they recognise that the lives of wealthy people were very different from those of poor people?
- ✓ Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? •
- ✓ Can they research two versions of an event and say how they differ?
- ✓ Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
- ✓ Can they give more than one reason to support an historical argument?
- ✓ Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
- ✓ Can they use their mathematical skills to help them work out the time differences between certain major events in history?
- ✓ Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?
- ✓ Can they recognise that people's way of life in the past was dictated by the work they did?

# Discrete Subject (Y4)

## COMPUTING

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts:

- ✓ Create and edit procedures
- ✓ Evaluate and improve programs
- ✓ Use if....
- ✓ Break a problem into smaller parts in order to build a procedure/programme.

Use sequence, selection and repetition in programs; work with variables and various forms of input and output:

- ✓ Refine programs to improve efficiency
- ✓ Use repeat to simplify programs
- ✓ Use simple sensing to log change
- ✓ Understand and use input and output
- ✓ Experiment with variables

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs:

- ✓ Plan an algorithm to achieve a specific outcome
- ✓ Step through program sequences to identify errors
- ✓ Use a range of resources for programming

# Hero or Villain? (Y4)

## RE

### WHAT DO WE MEAN BY COMMITMENT?

- ✓ Can they make connections between different religions and world views?
- ✓ Can they reflect on their ideas?
- ✓ Can they observe and understand varied examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities?
- ✓ Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?
- ✓ Can they represent other's views on the same?
- ✓ Can they apply their own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry?
- ✓ Do they understand the challenges of commitment to a community of faith or belief?
- ✓ Can they suggest why belonging to a community may be valuable in the diverse communities being **studied**?
- ✓ **Can they suggest why belonging to a community may be valuable in their own lives?**
- ✓ **Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all?**
- ✓ **Do they respond thoughtfully to ideas about community, values and respect?**
- ✓ Can they explore and describe a range of beliefs and actions?
- ✓ Do they understand different ways of life and ways of expressing meaning?
- ✓ Can they explore and show understanding of similarities and differences between different religions and worldviews?
- ✓ Can **they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?**
- ✓ **Can they express their own ideas clearly in response?**

# Hero or Villain? (Y4)

## RE

### WHAT DOES WORSHIP MEAN?

- ✓ Can they describe different features of religions and worldviews?
- ✓ Can they make connections between different religions and world views?
- ✓ Can they explain more about worship and the rituals which mark important points in life?
- ✓ Can they reflect on their ideas?
- ✓ Can they observe and understand varied examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities?
- ✓ Can they discuss and represent their own views on challenging questions about meaning and purpose?
- ✓ Can they represent other's views on the same?
- ✓ Can they apply their own ideas thoughtfully in different forms including reasoning?
- ✓ **Can they explore and describe a range of beliefs, symbols and actions?**
- ✓ **Do they understand different ways of life and ways of expressing meaning?**
- ✓ **Can they observe and consider different dimensions of religion?**
- ✓ **Can they explore** and show understanding of similarities and differences between different religions and worldviews?
- ✓ Can they express their own ideas clearly in response?

# Discrete Subject (Y4)

## French

- ✓ Listen attentively to spoken language and show understanding by joining in and responding
- ✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ✓ 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
- ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- ✓ Present ideas and information orally to a range of audiences\*
- ✓ Read carefully and show understanding of words, phrases and simple writing
- ✓ Appreciate stories, songs, poems and rhymes in the language
- ✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ Describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- ✓ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

# Discrete Subject (Y4)

## PE

### Athletics

- ✓ Understand difference sprinting and running longer distance
- ✓ Throw with power and accuracy for distance.
- ✓ Jump from standing position for distance
- ✓ Can suggest ways to improve performance through observation evaluation
- ✓ Can act on advise to improve performance

### Ball skills: Striking & Fielding

- ✓ Adjusting / placing striking action
- ✓ Working with others
- ✓ Fielder positions.
- ✓ Catching / Throwing
- ✓ Bowling accuracy and varying speed Can bat using different types of shot.
- ✓ Can change & maintain positioning whilst fielding,
- ✓ Can throw for distance
- ✓ Can use different ways of bowling

# Discrete Subject (Y4)

## PE

### Athletics (Paralympics cluster competition)

- ✓ Organise themselves in small groups safely
- ✓ Turn taking / roles
- ✓ Understand relay takeovers – take part in one
- ✓ Can co-operate
- ✓ Can perform role - record, measure, observe.
- ✓ Can work as part of a team and pace themselves based on team / distance.

### OAA

- ✓ Follow simple plans and maps on school site
- ✓ Work in small groups on challenges
- ✓ Team building activities
- ✓ Can orientate map and navigate simple course
- ✓ .Can work with others co-operatively
- ✓ Can take different roles in a team.