



Wow Starter: Athletics challenges.  
Collecting personal data in running, jumping and throwing.

Final Event: Final athletics challenge.  
Awards presented e.g. for most improved, fastest times, endurance.

## UNDERSTANDING THE WORLD

- Working scientifically LKS2**
- sc33 setting up simple practical enquiries, comparative and fair tests
  - sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
  - sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Animals, including humans LKS2**
- sc45 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat
- Animals, including humans LKS2**
- sc64 describe the simple functions of the basic parts of the digestive system in humans
  - sc65 identify the different types of teeth in humans and their simple functions

## MATHEMATICS AND COMPUTING

- Measurement LKS2**
- m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
  - m104 measure the perimeter of simple 2-D shapes
  - m106 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
  - m107 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- m108** know the number of seconds in a minute and the number of days in each month, year and leap year
- m109** compare durations of events [for example to calculate the time taken by particular events or tasks].
- Geometry - properties of shapes LKS2**
- m110 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

## PHYSICAL EDUCATION

- LKS2
- pe4 I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
  - pe6 I can identify the techniques I need to practice to improve my strength and performance in athletic activities
- pe9.1** I can show you how I have improved in different activities over time
- pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future

This term, we will be learning about the different food groups and keeping food diaries. We will be learning how to plan a healthy menu and about the types of food that athletes eat to support both their training schedules and their performance during competitions such as the Olympics. We will learn about the benefits of eating food that is in season. We will also think about the origin of our food and learn about how crops and animals are grown.

In Science, we are going to be focusing upon healthy eating and its importance to us as humans, as well as the necessity of a healthy lifestyle for Olympic athletes. We will study the parts and functions of the digestive system. We will also study the different types and functions of human teeth and look at the link between healthy eating and healthy teeth. We will design and make our own toothpastes and test them for effectiveness. We will study the origins of food and learn that humans cannot make their own food but that they get nutrition from what they eat.

During our athletics lessons, we will have opportunities to consolidate our measuring skills. We will measure distances thrown and compare them to previous distances. We will also look into the area of differing Olympic pitches/courts and learn how to measure their perimeter. We will also use stopwatches to time each other's sprinting and compare duration of events.

We will collect and analyse our results. We will continue to work on problem solving using a systematic approach. Many problems will be linked to measurement.

During our French lessons this term, we will be learning to name the parts of the body. We will begin to learn that in French, it is important to know the gender of nouns so that we can speak sentences that are grammatically correct. We will also be learning new vocabulary about leisure activities and sports. We will learn how to put these words into a sentence and how to answer questions about our favourite activities. We will continue to listen carefully when we are asked a question so that we can respond appropriately. We will also continue to speak clearly so that others can understand us. We will begin to read simple passages of French and begin to pick out key words and phrases to help us to decipher meaning. We will be learning new songs which will help us to retain new vocabulary.

During our PSED and RE lessons we will be learning all about the Paralympic values. We will hear stories about Paralympians from a range of sports and think about the challenges that they have faced and overcome to succeed. We will then link these Paralympic values to our own school Christian values and consider how we can use them in our lives to reach our own goals. We will listen to and discuss stories about endurance from both the Bible and the Qur'an. We will reflect upon the influence of both religious texts. We will also learn from contemporary stories from inspirational sportsmen and women and consider how they might influence our own lives.

### Olympic Steps to Success (Woodpeckers Y4)

#### ENGLISH

**1) GUIDED READING TEACHER LED GROUP SESSIONS**  
During our teacher led sessions, we will be looking at further exception words, noting the unusual correspondences between spelling and sound and where these occur in the words. We will spend time discussing words and phrases that capture the reader's interest and imagination and we will discuss how language, structure, and presentation contribute to meaning. Furthermore, we will learn to identify the main ideas if a text drawn from more than one paragraph.

**2) SPELLING, PUNCTUATION AND GRAMMAR**  
This term, we will continue to learn common exception words using the look, cover, write, check approach and through noting the unusual correspondences between spelling and sound and where these occur in the word. We will also learn common spelling patterns. We will continue our learning on tenses and how they must agree within a sentence.

We will develop our ability to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. We will learn to use fronted adverbials in our writing and to use commas correctly after fronted adverbials.

We will revisit nouns, adjectives, verbs and adverbs. We will also study how to use and punctuate direct speech.

**3) WRITING - FICTION**  
We will be reading a variety of stories from around the world. We will be learning to develop our skills at writing detailed character descriptions and story settings. We will be planning and writing our own versions of a story to include a beginning, middle and end. We will develop our ability to edit our own writing and that of our peers. For example, checking that it makes sense and that it is correctly punctuated.

**4) WRITING - NON FICTION**  
We will be learning to list the key features that are used in instructional writing. We will be devising our own versions of Paralympic games and writing instructions for our classmates to follow. We will then be testing out our instructions during outdoor learning and responding to feedback in order to make improvements to our written work.

**5) HANDWRITING**  
We will be continuing with the Penpals handwriting scheme. We will be learning to form letters correctly, use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

In P.E. we will be developing our athletic skills. We will be learning how to improve our technique in running, jumping and throwing. At the start of the term, we will set ourselves goals and then we will keep a log of our personal bests in each activity to compare our data to determine how we are progressing during the term.

We will also be learning to play with some sports equipment that is used by Paralympians. This will include athletics equipment, boccia, goalball and sitting volleyball.

## OUTDOOR LEARNING

- Music - composition lessons in the outdoors
- Instructional writing - Paralympic games
- 3D shape photography
- Application of Maths skills during athletics lessons



British Values  
Mutual respect and tolerance for other faiths (RE - stories from Bible and Qu'ran).

## EXPRESSIVE ARTS AND DESIGN

- Cooking and nutrition LKS2**
- dt49 I can describe a healthy diet and explain its importance
  - dt52 I can that foods are seasonal and can give examples
  - dt53 I can talk about the way crops and animals are grown and produce is obtained from the sea
- LKS2
- mu12 I can play instruments with accuracy and control
  - mu13 I can play instruments with fluency and expression to reflect the intentions of the music
  - mu14 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
  - mu17 I can perform from simple, standard notation

## LITERACY

- Reading - word reading LKS2**
- e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Reading - comprehension LKS2**
- e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - e144 discussing words and phrases that capture the reader's interest and imagination
  - e151 identifying main ideas drawn from more than one paragraph and summarising these
  - e152 identifying how language, structure, and presentation contribute to meaning
  - e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Writing - transcription - Spelling LKS2**
- e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
  - e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing - composition LKS2**
- e166 draft and write by:
  - e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- e168 organising paragraphs around a theme
  - e169 in narratives, creating settings, characters and plot
  - e170 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
  - e171 evaluate and edit by:
  - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
  - e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - e174 proof-read for spelling and punctuation errors
  - e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Writing - vocabulary, grammar and punctuation LKS2**
- e179 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - e181 using fronted adverbials
  - e184 using commas after fronted adverbials
  - e185 indicating possession by using the possessive apostrophe with plural nouns
  - e186 using and punctuating direct speech

## COMMUNICATION AND LANGUAGE

- LKS2
- fl1 I can understand what is being said to me and respond correctly
  - fl2 I can sing songs and say poems in another language and know what the words mean
  - fl2.1 I can spell and pronounce the words correctly in the songs and poems I know
  - fl3 I can have a conversation including asking and answering questions
  - fl4 I can speak in grammatically correct sentences
- fl5 I can pronounce words correctly so that I am understood
  - fl7 I can read simple passages with understanding
  - fl11 I can speak and write about everyday life
  - fl12 I know that some words are governed by gender
  - fl12.2 I know the correct order of words in a sentence and that the order may differ from English

## PSED & RELIGIOUS EDUCATION

- O LKS2
- AF1 I know that some stories affect the way some people behave (OS)
  - AF3 I can say who or what inspires me (OS)
  - AF3 I can compare what I think and feel is important to what others think and feel is important (OS)
  - AF3 I can give reasons to describe what is important to me (OS)
- pc27** Be able to face new challenges positively and know when to seek help.
- PSED Developing a healthy, safer lifestyle LKS2**
- ph14 Follow simple, safe routines to reduce the spread of bacteria/viruses.
- PSED Developing good relationships and respecting the differences between people LKS2**