

YEAR 4 CURRICULUM OVERVIEW 2018-19

| <u>Subject</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Core Text | <i>Oliver and the Seawigs</i> by Philip Reeve | | <i>Beowulf</i> Michael Morpurgo | | <i>Varjak Paw</i> by SJ Said | |
| Trips/Visits | Cuckmere Haven | RSPB Bioblitz Environment Workshop | | Sir Teachalot – Anglo-Saxons and Vikings workshop | Victorian Workhouse Day | Possible visit to Law Court – to be investigated |
| Reading Comprehension Skills | <p>To understand what is read by asking questions to improve his/her understanding of a text</p> <p>To understand what is read by checking that the text makes sense to him/her, discussing the understanding of words</p> <p>To understand what is read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To understand what is read by predicting what might happen from details stated</p> <p>To understand what is read by identifying main ideas drawn from within one paragraph and summarise these</p> <p>To understand what is read by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech</p> <p>To retrieve and record information from non-fiction To read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | | | | | |
| English | Focus Genres/Texts for Reading <i>Oliver and the Seawigs</i> | | Focus Genres/Texts for Reading <i>Beowulf</i> | | Focus Genres/Texts for Reading <i>Varjak Paw</i> | |
| | Focus Genres/Texts for Writing <i>Oliver and the Seawigs</i> | | Focus Genres/Texts for Writing <i>Beowulf</i> | | Focus Genres/Texts for Writing <i>Varjak Paw</i> | |
| | Unaided Cross-curricular Writing (x4) Whole School writing task | | Unaided Cross-curricular Writing (x4) Whole School writing task | | Unaided Cross-curricular Writing (x4) Whole School writing task | |
| | Cross-curricular Links Science: report writing, conclusions DT: presentation of findings and results | | Cross-curricular Links Science: report writing, conclusions DT: presentation of findings and results | | Cross-curricular Links Science: report writing, conclusions DT: presentation of findings and results | |

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| | <p>Spoken language - presentation of homework; Reading: word reading Reading: comprehension Writing: transcription – spelling and handwriting Writing: composition – letters, instructions, poetry, recount. Writing: vocabulary, grammar and punctuation (editing and proof reading) Comprehension Inference & deduction Writing in Role Letter Writing Poetry - performance Narrative writing Instructional writing</p> <p>GPS Using fronted adverbials, followed by a comma; Conjunctions (subordinating and co-ordinating); Expanded noun phrases; 9 parts of speech; Understands the grammatical difference between plural and possessive –s</p> <p>Summative Assessments Eg Salford, PST</p> | <p>Spoken language - presentation of homework , performance poetry Reading: word reading Reading: comprehension Writing: transcription – spelling and handwriting Writing: composition – letters, instructions, poetry, recount. Writing: vocabulary, grammar and punctuation (editing and proof reading) Diary Writing Letter Writing Job adverts Story writing – alternative ending Poetry - kennings</p> <p>GPS Use apostrophes to mark plural possession e.g. the girl's name, the girls' names; Use paragraphs to organise ideas around a theme Subordinating and co-ordinating conjunctions Use of commas</p> <p>Summative Assessments Eg Salford, PST</p> | <p>Spoken language - presentation of homework Reading: word reading Reading: comprehension Writing: transcription – spelling and handwriting Writing: composition – letters, instructions, poetry, recount. Writing: vocabulary, grammar and punctuation (editing and proof reading) Diary Writing Speech dialogue Storyboard Character profiles Drama in role Book Review Formal letter Newspaper article Non-fiction writing</p> <p>GPS Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial; Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of commas Direct speech punctuation</p> <p>Summative Assessments Eg Salford, PST</p> |
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| <p>Maths</p> | <p>Place value Ordering/comparing and =, rounding Number and place value (NPV); Roman numerals Measurement (MEA) (length and perimeter) Mental addition and subtraction (MAS) Written addition and subtraction (WAS) Mental multiplication and division (MMD) Written multiplication and division (WMD)</p> <p>Mighty Multiples</p> <p>Discovery Maths Focus for Investigations Problem solving and reasoning investigations.</p> <p>Geometry Properties 2 D shapes</p> <p>Fractions Fractions quantities; Use of tenths; Ordering, + and – fractions with same denominator</p> | <p>Multiplication and Division Measurements – Area Fractions and decimals including decimal equivalents, adding fractions, equivalent fractions and rounding decimal numbers. I can estimate, compare and calculate different measures, including money in pounds and pence. I can read, write and convert time between analogue and digital 12- and 24-hour clocks. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Mighty Multiples</p> <p>Discovery Maths Focus for Investigations Problem solving and reasoning investigations.</p> <p>Summative Assessments</p> | <p>Fractions and decimals I can find and write decimal equivalents using tenths and hundredths. I can find and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value. I can round decimals using tenths to the nearest whole number. I can compare numbers with the same number of decimal places up to two decimal places.</p> <p>Time I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks. I can solve simple money and measure problems involving fractions and decimals to two decimal places. I can solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months or weeks to days.</p> <p>Statistics I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Shape/ Position and direction I can plot specified points and draw sides to complete a given polygon. I can describe positions on a 2-D grid as coordinates in the first quadrant. I can describe movements between positions as translations of a given unit to the left/right and up/down. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. I can identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> |
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| | | | <p>I can identify lines of symmetry in 2-D shapes presented in different orientations. I can complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Mighty Multiples</p> <p>Discovery Maths Focus for Investigations Problem solving and reasoning investigations.</p> |
| <p>Science</p> | <p>States of matter I can compare and group materials together, according to whether they are solids, liquids or gases. I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this might happen in degrees Celsius. I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Volcanoes (molten rocks) Dataloggers</p> <p>Electricity Identify common appliances that run on electricity.. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>Animals, including humans I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. <u>PE I Can statements:</u> I can explain the types and amounts of food needed for a balanced healthy diet. I can identify the energy that certain foodstuffs give by looking at the packaging. I understand that there are good and bad bacteria. I can identify that the blood transports materials and it also protects. I can identify the main features of respiration. I understand that muscles work in pairs to protect, support and move the body. I understand the three functions of a skeleton and use scientific vocabulary to name specific bones. Sound Dataloggers I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> | <p>Animals, including humans I can construct and interpret a variety of food chains, identifying producers, predators and prey. I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p> |

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| Science Investigation Skills | <p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings</p> | | | | | |
| Computing | <p>Internet Safety Use technology responsibly and understand that communication online may be seen by others. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p> <p>Computers Use other input devices such as cameras or sensors. i.e temperature Design and create a range of programs, systems and content for a given audience independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p> | <p>Net searching Understand how results are selected and ranked by search engines.</p> <p>Word Processing I can select, edit and manipulate text in different ways. I can insert images and hyperlinks into a document. I can format images to achieve various effects. I can select, edit and manipulate text in various ways. I know some of the main keyboard shortcuts. I can find and use the different functions of the spellcheck tool. I can add a spelling to the spelling dictionary. I can insert a simple table. I can add and delete rows and columns.</p> <p>Independently select, use and combine a</p> | <p>Coding Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish given goals.</p> <p>Include use of sequences, selection and repetition with the hardware used to explore real world systems Solves problems by decomposing them into smaller parts Create programs which use variables Use variables, sequence, selection, and repetition in programs Use logical reasoning to explain how increasingly complex</p> | <p>Networks Understand what servers are and how they provide services to a network. Begin to use internet services within his/her own creations to share and transfer data to a third party understand how computer networks enable computers to communicate and collaborate</p> <p>Computers Use other input devices such as cameras or sensors. i.e sound</p> | <p>Using computers - Photo story Photo Stories I can create boxes in a desk top publisher. I can insert photos to a desk top publisher. I can move, resize and position objects to create a desired effect. I can use the crop feature to improve a photo. I can add borders to pictures. I can add captions and make appropriate style choices. I can use photo enhancements to improve the presentation. I can edit the start time and start points of music within my photo story. I can save my project as a movie file.</p> <p>With support select and use a variety of</p> | <p>Using and Applying - animation I can design and create an original character using appropriate software. I can use appropriate software to tell a story involving my new cartoon character. I can use other software to create an additional description or other materials linked to my character. I can combine software to present information about my character.</p> |

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| | | <p>variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> | <p>algorithms work and to detect and correct errors in algorithms and programs efficiently Design and create a range of programs, systems and content for a given audience independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p> | | <p>software on a range of digital devices. With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</p> | |
| Geography | <p>Map Skills To know the physical and human features of the locality I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.. I can measure straight line distances using the appropriate scale. I can explore features on an OS map using 6 figure grid references. I can plan the steps for an enquiry. I can draw maps with more complex keys. I can use maps and atlases appropriately by using contents and indexes? I can explain how the locality is set within a wider geographical context. I can show I know features nearby and beyond the UK. I can describe human features of UK regions, cities and /or counties. I can show I know about the wider context of places - region, country. I can understand the effect of landscape features on the development of a locality. I can recognise the different shapes of continents. I can show where countries are within Europe, including Russia.</p> | N/A | N/A | | <p>I can understand why there are similarities and differences between places. Location knowledge - Identify position and significance of the 2 hemispheres and associated vocabulary including time zones. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. I can explore weather patterns around parts of the world. Describe and understand</p> | |

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| | <p>I can identify continents, countries and oceans of the world and discuss how they are different. I can recognise that people have differing quality of life living in different locations and environments. I can explore weather patterns around parts of the world.</p> <p>Volcanoes (linked to Changing States)</p> | | | | <p>key aspects of: Physical geography – climate zones, biomes and vegetation belts Human geography. – types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> |
| <p>History</p> | <p>N/A</p> | | <p>Britain’s settlement by Anglo-Saxons and Scots. The Viking, Scot and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. I can place some historical periods in a chronological framework. I can use historic terms related to the period of study.</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past. I can use a variety of resources to find out about aspects of life in the past. I understand that sources can contradict each other. I can communicate his/her learning in an organised and structured way, using appropriate terminology.</p> | <p>Crime and Punishment A local history study. A study of an aspect of history dating from a period beyond 1066 that is significant in the locality. I can use sources of information in ways that go beyond simple observations to answer questions about the past. I can use a variety of resources to find out about aspects of life in the past. I understand that sources can contradict each other. I can communicate his/her learning in an organised and structured way, using appropriate terminology.</p> | |

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| <p>Art</p> | <p>Key artist: David Hockney</p> <p>Observational drawing of natural objects from the school grounds, seashells etc. I can articulate how I might improve my work using technical terms and reasons as a matter of routine. I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. I can draw familiar objects with correct proportions. I can use a variety of techniques e.g. marbling, silkscreen and cold water pastes.</p> <p>Creating mood boards. I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Tie dye techniques. I can print on fabrics using tie-dyes or batik.</p> | <p>Key artist: N/A</p> | | <p>Key artist: Inuit Sculpture</p> <p>I can plan a sculpture through drawing and other preparatory work. I can draw familiar objects with correct proportions. I can describe some of the key ideas, techniques and working practices of artists, architects and designers who I have studied. I can use skills I have been taught to adapt and improve my work. I can say how I would improve my work using technical terms and giving reasons. I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p>Animal batik (toothpaste)</p> |
| <p>DT</p> | <p>Light-up volcano/lighthouse (science) I can understand and use electrical systems in my products. To evaluate ideas and products against design criteria and consider the views of others to improve their work.</p> | <p>Cooking (blocked unit) I can investigate and analyse a range of existing food products. I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. I can understand seasonality and the advantages of eating seasonal and locally produced food. I can read and follow recipes which involve several processes, skills and techniques. To select from and use a wider range of cooking equipment to perform practical tasks (e.g. cutting, shaping and finishing accurately)</p> | <p>Designing a free-standing photo frame I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional & exploded diagrams and prototypes. I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. I can apply techniques I have learnt to strengthen structures and explore my own ideas. I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.</p> | |

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| <p>R.E.</p> | <p>Religious Practises (Christianity, Hinduism and Sikhism)</p> <p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Values and Commitments AT2 (Level 3) Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> | <p>How do Hindus worship at home?</p> <p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Values and Commitments AT2 (Level 3) Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> | <p>Sikhism</p> <p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Values and Commitments AT2 (Level 3) Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> | <p>Food in Worship (celebratory meals and langar hall)</p> <p>Easter (last supper, symbolic Easter food)</p> <p>Ways of expressing meaning AT1 (Level 3) Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Values and Commitments AT2 (Level 3) Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> | <p>Holy Books (Guru Granth Sahib - Sikhism, Vedas - Hinduism, Bible – Christianity) Visit to Holy Trinity Church</p> <p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences. Ways of expressing meaning AT1 (Level 3) Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Values and Commitments AT2 (Level 3) Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. AT1 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups. 2.15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.</p> |
| <p>I can develop religious and moral vocabulary to describe key features and know beliefs and teachings for some religions. I can explore questions of meaning and purpose. I can identify ultimate questions and recognise that there are no universally agreed answers to these. I can discuss and understand individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.</p> | | | | | |

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| <p>P.E.</p> | <p>Dance I can improvise freely, translating ideas from a stimulus into movement? I can create dance phrases that communicate ideas? I can share and create phrases with a partner and in small groups? I can repeat, remember and perform these phrases in a dance? I can use a wide range of movements when improvising? I can choose appropriate movements to express the idea, mood and feeling of a dance? I can take the lead when creating dances with a partner or in a group? I can show a greater understanding of how to compose dance phrases?</p> <p>Invasion Game skills ie. Football I can kick a ball accurately I can apply skills and tactics in combination with a partner or as part of a group/team. I can comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.</p> <p>Swimming – open to Y4 ch I can change my shape or position whilst floating in water. I can swim for a minimum of 10m using my preferred stroke.</p> <p>Outdoor Adventurous Activities (OAA) -orienteering</p> | <p>Gymnastics I can do a forward roll in a straight line and end up on my feet. I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs.</p> <p>Hockey I can support teammates or a partner in different sports and games using tactics and skills to our advantage.</p> <p>Ball skills and control I can perform a chest pass accurately to a partner.</p> <p>Tennis?</p> | <p>Trampolining – Summer 1 (external provider on site)</p> <p>Cricket – Summer 2 I can throw the ball accurately. I can attempt to hit the ball in the direction I choose. I can intercept the ball with one hand. I can turn my arm over and bowl. I can work with a partner to score single runs.</p> <p>Athletics I can jump and throw for distance. I can jump for height. I can run a variety of distances. I can perform a baton exchange.</p> |
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| <p>Music</p> | <p>Dances from songs from around the world- explore duration, and structure. Sea shanties. Learn about and compare music of different times, styles and cultures.</p> | <p>Develop performing skills-Learn Christmas songs on the ukulele – revise C, F, G7 chords and learn Am chord</p> <p>Compose own Christmas song on the ukulele</p> | <p>Glockenspiel 1 – Develop an understanding of formal, written notation and learn to follow a music score. Play and perform in solo and ensemble contexts with increasing confidence.</p> | <p>Viking music – instruments used, learn a variety of songs in unison and two parts.</p> <p>Children to compose their own Viking song using tuned and untuned percussion.</p> | <p>Glockenspiel 2 – builds on the learning from Glockenspiel 1</p> | <p>Music of Africa 2 – listen to and perform a variety of African music/songs.</p> <p>Duration- learn to recognise, follow and create written rhythmic patterns</p> <p>Develop performing skills – practise, perform and compose polyrhythms</p> |
| <p>French</p> | <p>Revision of : How are you; What is your name?; How old are you? Je Me Presente I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count and use them out of sequence. I can say whether I am French or English and I am aware that the pronunciation changes if I am a girl or boy.</p> | <p>I can begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. La Famille I can remember most of the language covered in unit one, but may need some prompting with odd words and phrases. I can tell you the words for family members in French and, with support, tell you what relation they are to me, how old they are and what they are called. I can understand numbers 1-100, count and use them in sequence.</p> | <p>I can show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. I can ask and answer a range of questions on different topic areas. I can use a range of adjectives to describe things in more detail, such as describing someone’s appearance. En Classe I can remember, repeat and spell some of the vocabulary covered in lessons for classroom objects. I can tell you some of the objects I have and do not have in my pencil case. I can remember and follow most classroom commands in French..</p> | <p>I can notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. Au Café I can understand and use most of the set phrases covered in class to order food and drink. I can read and pronounce some words to help me order a French breakfast and typical French snacks from a menu. With help I can also order for my friend. I can ask for the bill when prompted. Classroom Commands</p> | <p>I can write descriptive sentences using a model but supplying some words from memory. I can write words and short phrases from memory. As-tu un Animal? I can understand and repeat most of the eight pets introduced. I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can respond, including use of the negative.. I can attempt to improve my spoken and written French using the connectives ET (“and”) or MAIS (“but”).</p> | <p>I can read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Boucle D’Or et les Trois Ours I can use picture cards to sequence the story correctly. I can repeat from memory most words that match the pictures, using a word bank. I can sequence most of the story by finding key words. I can create my own story board in French using support if necessary.</p> |

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| <p>PSHCE</p> | <p>Relationships: which relationships are we part of; which skills are needed for successful; relationships; I can begin to describe how family and friends care for one another in different ways.</p> | <p>Anti-bullying Week Refugees Inequalities between countries I can begin to appreciate the rights of others. I can recognise similarities before differences. I can show some understanding that each individual is unique. I can begin to recognise that inequality between countries and people exists.</p> | <p><u>PE I Can statements</u> I can discuss differences between the health of people from different countries / regions. I can identify stress and stressful situations. I understand the importance of mental health. I can identify basic 'coping strategies' for dealing with difficult emotions. I can identify the value of sleep for our health. I can identify ways to make myself happy and share happiness. I can begin to explain why a familiar situation is safe or unsafe. I can begin to explain who they are and how they fit into society. I can assess the safety of a situation? I am beginning to understand about the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. I am beginning to understand that some substances are legal and some are illegal.</p> | <p>Changes in our Bodies (pre-Puberty) I am beginning to understand how physical changes in the human body take place. I can begin to appreciate the different viewpoints of others.</p> | <p>Future Careers I can begin to recognise their abilities that could be used in future employment. I can begin to understand how people manage money. I can begin to show initiative in activities that develop enterprise capability.</p> | |
| <p>British Values</p> | <p>Democracy Mutual respect.</p> | <p>Tolerance of those with different faith and beliefs</p> | <p>Mutual respect.</p> | | <p>Individual Liberty Democracy. The rule of law. Mutual respect. Tolerance of those of different faiths and beliefs. Courage</p> | |