



Curriculum Map 2022-23

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living things and their habitat		States of Matter	Sound	Electricity	
Geography	The UK, Counties and Cities		Rivers and Water Cycle		Geographical Skills	
History		Changes in Britain from The Stone Age to the Iron Age		A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066		Chronological Understanding
Computing	Online Safety Coding Logo		Spreadsheets Writing for different audiences Animation		Effective Searching Hardware Investigators Making music	
DT		Food – Healthy eating		Structural – Boats for rivers		Textiles – Clothing
Art	Stone Age Art Caving Paintings and Sculpture		Monet – River Art Painting		Printing Textiles – creating clothes	
RE	Hindus	Christmas	Pilgrimage	Believing and Fasting	Miracles	Prayer
Music	Body and Tuned Percussion (Theme: Rainforests)	Adapting and transposing motifs (Themes: Romans)	Changes in pitch, tempo and dynamics (Themes: Rivers)	Rock and Roll	Samba and Carnival Sounds and Instruments (Theme: South America)	Haiku, music and performance (Theme: Hanami festival)
PE	Invasion Games Rugby / Football and circuits (health and fitness) / badminton		Net Games Netball, Hockey and Gymnastics / Dance		Striking and Fielding Games Rounders / Athletics and Swimming	
PSHE	Families and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Creating Goals
Mfl – Spanish. Light Bulb Languages	Animals	Numbers (1-39)	Months of the year	Birthdays	Days of the weeks and dates	Food and Weather



Science Learning Objectives:

Autumn Term: 14 weeks	Spring Term: 12 weeks	Summer Term: 13 weeks
<p>Term 1 - Living things and their habitat</p> <ul style="list-style-type: none"> Recognises that living things can be grouped in a variety of ways. <p>Working scientifically:</p> <ul style="list-style-type: none"> Answers questions on living things and their habitats and present findings. 	<p>Term 1 - States of Matter</p> <ul style="list-style-type: none"> Can compare and group materials together, according to whether they are solids, liquids or gases. Observes that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Working scientifically:</p> <ul style="list-style-type: none"> Ensure they can make accurate measures. Can convert between different units of metric measure (eg: m/km) when measuring out various materials. 	<p>Term 1- Electricity</p> <ul style="list-style-type: none"> Can 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. Can 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. <p>Working scientifically:</p> <ul style="list-style-type: none"> Chooses appropriate equipment for the experiments. Can identify which variables cannot be controlled with electrical equipment.
<p>Term 2 - Living things and their habitat</p> <ul style="list-style-type: none"> Can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognises that environments can change and that this can sometimes pose dangers to living things. <p>Working scientifically:</p> <ul style="list-style-type: none"> Can convert between different units of metric measure (eg: mm/cm) when creating graphs of growing plants. Can choose an appropriate scale for the y axis when creating the plant graph. 	<p>Term 2 - Sound</p> <ul style="list-style-type: none"> Can identify how sounds are made, associating some of them with something vibrating. Recognises that vibrations from sounds travel through a medium to the ear. Can find patterns between the pitch of a sound and features of the object that produced it. Recognises that sounds get fainter as the distance from the sound source increases. <p>Working scientifically:</p> <ul style="list-style-type: none"> Can present findings in graphs and charts when comparing different sounds. Identifies simple tests to carry out in order to identify differences and similarities 	<p>Term 2 – Electricity</p> <ul style="list-style-type: none"> Recognises that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognises some common conductors and insulators, and associate metals with being good conductors. <p>Working scientifically:</p> <ul style="list-style-type: none"> Chooses appropriate equipment for the experiments. Identifies simple tests to carry out in order to identify differences and similarities between different types of switches.



Geography Learning Objectives: *Geography objectives are subject to change during the next academic year.

Autumn Term	Spring Term:	Summer Term:
<p>Term 1 - The UK, Counties and Cities</p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. * 	<p>Term 3: Rivers and Water Cycle</p> <ul style="list-style-type: none"> To begin to describe and understand key aspects of: physical geography including rivers and the water cycle, biomes, floods and droughts and sustainability. (to be re-visited in Y6) * To begin to describe and understand aspects of human geography including; how technology facilitates local, national and global links and connections.* 	<p>Term 5: Geographical Skills</p> <p><u>Geographical skills – Maps, the atlas and globe</u></p> <ul style="list-style-type: none"> To use map symbols and keys to locate information. To use maps, atlases and globes to compare different countries. <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> To use the eight points of a compass <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> To use fieldwork to observe and measure the human and physical features of the local environment.

History Learning Objectives:

Autumn Term	Spring Term:	Summer Term:
<p>Term 2: Changes in Britain from The Stone Age to the Iron Age</p> <ul style="list-style-type: none"> Knows that the Stone Age, Bronze Age and Iron Age are all periods in UK history Can talk about neo-lithic hunter gatherers and how this developed into early farmers (eg Skara Brae) Can talk about key innovations during these periods (eg Stonehenge, Invention of Iron) Can talk about key changes during these periods (eg art, culture, defence) <p>*subject to change in the next academic year.</p> <p>Historical interpretation and enquiry skills</p> <ul style="list-style-type: none"> Use text books and Historical Knowledge Choose relevant material to present a picture of one aspect of life in time past <p>Methods of organisation and presentation:</p> <ul style="list-style-type: none"> Communicate their knowledge through: discussion and drawing pictures. 	<p>Term 4: A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Can describe and compare changes in social history, such as crime and punishment or leisure and entertainment in three periods of history e.g. Romans, Tudors and Present day. Can explain how significant historical people contributed to national and international achievements in a variety of eras e.g. Roman Emperor, Henry VIII, and one other <p>Historical interpretation and enquiry skills</p> <ul style="list-style-type: none"> Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different Regularly address and sometimes devise own questions to find answers about the past Look at the evidence available <p>Methods of organisation and presentation:</p> <ul style="list-style-type: none"> Communicate their knowledge through: drama / role play and making models. 	<p>Term 6: Chronological Understanding</p> <ul style="list-style-type: none"> Place events studied from the topics studied onto a time line Use terms related to the time period (eg: century, decade, Roman, Egyptian, BC, AD) and begin to date events Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Make some links between and across periods, such as the differences between clothes, food, buildings or transport Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) <p>Historical interpretation and enquiry skills</p> <ul style="list-style-type: none"> Use the library and internet for research Use a range of primary and secondary sources to find out about the past Begin to evaluate the usefulness of different sources <p>Methods of organisation and presentation:</p> <ul style="list-style-type: none"> Communicate their knowledge through: writing and using ICT.



Computing Learning Objectives:

Autumn Term 1 and 2	Spring Term 1 and 2	Summer Term 1 and 2
<p>Online Safety (unit 4.2):</p> <ul style="list-style-type: none"> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Coding (unit 4.1):</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Logo (unit 4.5):</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Spreadsheets (unit 4.3)</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Writing for different audiences (unit 4.4)</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Animation (unit 4.6)</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Effective Searching (4.7)</p> <ul style="list-style-type: none"> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <p>Hardware Investigators (4.8)</p> <ul style="list-style-type: none"> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. <p>Making Music (4.9)</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



Design Technology Objectives:

Autumn Term 2 - Food	Spring Term 2 - Rivers	Summer Term 2 - Textiles
<p>Design</p> <ul style="list-style-type: none"> • Generate ideas for a product and consider its purpose and the user/s • Identify a purpose and have a clear plan of how to create the product, which ingredients to use and the process. • Evaluate similar products and plan a design criteria for the product. 	<p>Design</p> <ul style="list-style-type: none"> • Generate ideas for a product and consider its purpose and the user/s • Identify a purpose and have a clear plan of how to create the product, which materials to use and the process. • Identify where the process might go wrong and come up with solutions. • Evaluate similar products and plan a design criteria for the product. • Explore and develop a design, and make drawings from different views and labelling special features. 	<p>Design</p> <ul style="list-style-type: none"> • Generate ideas for a product and consider its purpose and the user/s • Identify a purpose and have a clear plan of how to create the product, which materials to use and the process. • Identify where the process might go wrong and come up with solutions. • Evaluate similar products and plan a design criteria for the product. • Explore and develop a design, and make drawings from different views and labelling special features.
<p>Make</p> <ul style="list-style-type: none"> • Select suitable tools and equipment, explain choices in relation to required techniques and use accurately. • Select appropriate materials, fit for purpose; explain choices. • Work through plan in order. • Realise if product is going to be good quality. • Measure, mark out, cut and shape ingredients with some accuracy. • Create recipe with some accuracy. • Apply a range of finishing techniques with some accuracy. 	<p>Make</p> <ul style="list-style-type: none"> • Select suitable tools and equipment, explain choices in relation to required techniques and use accurately. • Select appropriate materials, fit for purpose; explain choices. • Work through plan in order. • Realise if product is going to be good quality. • Measure, mark out, cut and shape materials / components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques with some accuracy. • 	<p>Make</p> <ul style="list-style-type: none"> • Select suitable tools and equipment, explain choices in relation to required techniques and use accurately. • Select appropriate materials, fit for purpose; explain choices. • Work through plan in order. • Realise if product is going to be good quality. • Measure, mark out, cut and shape materials / components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques with some accuracy.
<p>Evaluate</p> <ul style="list-style-type: none"> • Refer to design criteria while designing and making • Use criteria to evaluate product • Begin to explain how I could improve original recipe • Evaluate existing products considering: how well they've been made, ingredients, whether they work, how they have been made, fit for purpose. • Research whether products can be recycled or reused. • Know about some chefs. 	<p>Evaluate</p> <ul style="list-style-type: none"> • Refer to design criteria while designing and making • Use criteria to evaluate product • Begin to explain how I could improve original design • Evaluate existing products considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. • Research whether products can be recycled or reused. • Know about some inventors / designers / engineers / manufacturers of ground – breaking products. 	<p>Evaluate</p> <ul style="list-style-type: none"> • Refer to design criteria while designing and making • Use criteria to evaluate product • Begin to explain how I could improve original design • Evaluate existing products considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. • Research whether products can be recycled or reused. • Know about some designers.



Art Learning Objectives:

Autumn Term 1	Spring Term 1	Summer Term 1
<p>Stone Age Art / Cave Drawings:</p> <ul style="list-style-type: none"> • Make informed choices in drawing. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Proportion focus. • Create sketch books to record their observations and use them to review and revisit ideas. <p>Sculpture</p> <ul style="list-style-type: none"> • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials. • Use most tools and materials to carve, add shape, add texture and pattern; • Improve their mastery of art and design techniques and sculpture with a range of materials. 	<p>Monet</p> <ul style="list-style-type: none"> • Experiment with the styles used by other artists/eras. • Explain some of the features of art from historical periods. • Know how different artists developed their specific techniques. • Improve their knowledge about great artists, architects and designers in history. • Suggest how artists have used colour, pattern and shape • Know how to create a piece of art in response to the work of another artist <p>Painting:</p> <ul style="list-style-type: none"> • Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implement appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. • Show effects of choice of colour – replicating a style. • Know how to replicate famous artists' styles with use of different types of paint – application of paint – watercolours. • Improve their mastery of art and design techniques including painting. 	<p>Printing:</p> <ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want. <p>Textiles (clothes from certain eras)</p> <ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Suggest how artists have used colour, pattern and shape. • Know how to create a piece of art in response to the work of another artist. • Continue to use key vocabulary to demonstrate knowledge and understanding in this strand, and relate learning to previous and future learning and skill development.



Religious Education Learning Objectives:

Autumn Term	Spring Term	Summer Term
<p>Term 1: How Hindus understand God</p> <ul style="list-style-type: none"> Describe three Hindu deities/murtis and what they reveal about God. Use the correct words to describe four ways in which Hindus use Murtis in worship. Describe some symbols of that Hindus use when they worship at home or in the Mandir. Ask questions and suggest answers about why Hindus choose to worship particular Murtis. Make a link between their own views of God and Hindu Murtis. 	<p>Term 1: Pilgrimage</p> <ul style="list-style-type: none"> Describe the importance of pilgrimage to Christians or Hindus. List four similarities between various places of pilgrimage. Suggest reasons why people go on pilgrimage. Suggest ways in which pilgrimages and holidays are different and which they think is more valuable. Answer the question about whether pilgrimage is necessary, referring to both religions covered. 	<p>Term 1: Miracles</p> <ul style="list-style-type: none"> Identify and compare the impact of Jesus miracles on the disciples, the crowds and believers today. Make a link between the stories of Jesus miracles the work of the church. Suggest reasons why people do or do not believe in the miracles. Ask questions about the meanings of the miracles. Write a reflection on whether the miracles are true or just stories. Describe a miracle that they would like to see and assess the potential impact of that miracle on the world today.
<p>Term 2: The Christmas Narrative</p> <ul style="list-style-type: none"> Link Bible stories to Christian beliefs about Mary. Link symbols for Mary to beliefs about her. Describe the impact that Mary has on the lives of many believers, referring to the festivals that are celebrated. List some of the ways different churches respond to Mary. Identify their own response to Mary and her importance to the Christian story. Ask important questions about Mary and suggest answers that Christians from different denominations might give. 	<p>Term 2: Believing and Fasting</p> <ul style="list-style-type: none"> Describe the importance of Lent to Christians, and say what difference it makes to Christians. Make a link between the story of the temptations of Christ and the impact it has on a Christian today. Suggest reasons why people observe Lent or other fasts, perhaps through a hot seating activity. Suggest ways in which Christians give things up and compare this to their own ideas. Make a link between their own choices and the idea of giving things up for religious reasons. 	<p>Term 2: Prayer</p> <ul style="list-style-type: none"> Use the correct words to describe some different types of prayer and identify the aspects within a prayer (e.g. the Lord's Prayer). Using a Bible or other Christian story, identify the impact that prayer can have on a believer's life. Suggest reasons why people do or do not pray, and make a link to their own views. Ask questions about frequency and effectiveness of prayer and interview a believer. Investigate the various beliefs that are held about prayer. Make a link between prayer and their own lives.



Music Learning Objectives:

Autumn Term	Spring Term	Summer Term
Performance	Composition	Evaluation
<p>Term 1: Body and Tuned Percussion (Theme: Rainforests)</p> <ul style="list-style-type: none"> Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure. 	<p>Term 1: Changes in pitch, tempo and dynamics (Themes: Rivers)</p> <ul style="list-style-type: none"> Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos. 	<p>Term 1: Samba and Carnival Sounds and Instruments (Theme: South America)</p> <ul style="list-style-type: none"> Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.
<p>Term 2: Adapting and transposing motifs (Themes: Romans)</p> <ul style="list-style-type: none"> Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation. 	<p>Term 2: Rock and Roll</p> <ul style="list-style-type: none"> Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers. 	<p>Term 2: Haiku, music and performance (Theme: Hanami festival)</p> <ul style="list-style-type: none"> This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, Put it to music and finally add percussion sound effects to bring all elements together before a final. Group performance.



PE Learning Objectives:

Autumn Term	Spring Term	Summer Term
<p>Invasion Games:</p> <ul style="list-style-type: none"> • Play 3vs1 and 4vs1 and how to use the space and help each other. • Score more regularly without making mistakes. • Choose and adapt their techniques to keep possession and give their team chance to shoot. • Plan ideas and tactics similar across invasion games. • Know what rules are needed to make games fair. • Understand simple patterns of play. (S&A) • Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. <p>Circuits (Health and Fitness)</p> <ul style="list-style-type: none"> • Learn some of the main muscles groups during warm up and cool down. • Start to take their pulse before, during and after exercise and explain the effect. • Know a warm up routine involving dynamic stretches, led by an adult or child. <p>Evaluating and Improving Performance:</p> <ul style="list-style-type: none"> • Can say how their work is similar to and different to others. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Devise, perform and repeat sequences that include travel, body shapes and balances. • Help them change sequences. • Include changes of dynamics. • Work with a partner and small groups to create sequences. • Adapt their sequences to include apparatus and to suit partner or small group. (S&A) • Compare and contrast similar performances. <p>Dance:</p> <ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Compose short dances with clear start, middle and end on their own, partners and in groups. • Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control. • Can remember and perform a longer dance routine to others (8-20steps) <p>Net and Ball Games:</p> <ul style="list-style-type: none"> • Play games using throwing and catching skills. • Vary strength, length and direction of throw. • Understand how they can make it difficult for opponent to receive ball. • Understand where to stand when receiving. • Understand attack and defence tactics. • Understand rules about the games. (S&A) <p>Evaluating and Improving Performance:</p> <ul style="list-style-type: none"> • Can offer positive and constructive criticism in the form of two stars and a wish. • Give and receive feedback. 	<p>Striking and Fielding:</p> <ul style="list-style-type: none"> • Throw and catch a balls at different speeds, directions and heights. • Choose and use a range of simple tactics and strategies. • Keep, adapt and make rules for striking and fielding games. <p>Multi-skills and athletics:</p> <ul style="list-style-type: none"> • Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance. <ul style="list-style-type: none"> - Children will be taught how to use their bodies to: - Sprint 50m within 13 secs developing to under 10secs - Jump for height 25cm - Jump for distance 120cm - Leap hurdles 60m within 20 secs - Overarm throw 25-30m - Chest push 4-6m - Run for longer distances 400m in 2min 30 secs • Participate in Sports day <p>Swimming:</p> <ul style="list-style-type: none"> • Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. • Use floats to swim longer distances with a more controlled leg kick. • Join in all swimming activities confidently. • Put face under the water and blow bubbles (begin to do this whilst swimming). • Explore how to move in and under water. • Recognise how swimming affects breathing. • Identify and describe differences between different leg and arm actions. • Understand water can be dangerous and repeat what to do when in difficulty. <p>Evaluating and Improving Performance:</p> <ul style="list-style-type: none"> • Applies learning to improve their performance.



PSHE Learning Objectives:

Autumn Term	Spring Term	Summer Term
<p>Term 1: Families and Relationships</p> <ul style="list-style-type: none"> • Learning that families are varied and differences must be respected. • Understanding physical and emotional boundaries in friendships. • Exploring: the roles of bully, victim and bystander. • How behaviour affects others manners in different situations. • Learning about bereavement. • Q&A Teacher videos with PSHE specialists on the themes of Families and Friendships. 	<p>Term 1: Safety and the changing body</p> <ul style="list-style-type: none"> • Understand the reasons for legal age restrictions. • Understand how quickly information can spread on the internet and some of the risks associated with that. • Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. • Understand the difference between private and public, and secrets and surprises. • Understand how search engines work and whether information is useful. • Understand the changes they have already gone through and aware of some changes to come. • Understand that they will change physically as they develop into adults. • Understand some of the risks of smoking and some of the benefits of being a non-smoker. 	<p>Term 1: Economic Wellbeing</p> <ul style="list-style-type: none"> • Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. • Understand how to keep track of money and why this is important. • Understand ways in which we can lose money and the range of feelings associated with losing money. • Understand that there are a range of influences on job choices and that these can be positive or negative. • Understand that people can change their job.
<p>Term 2: Health and Wellbeing</p> <ul style="list-style-type: none"> • Developing emotional maturity. • Learning that we experience a range of emotions and are responsible for these. • Appreciating the emotions of others. • Developing a growth mindset. • Identifying calming and relaxing activities. • Developing independence in dental hygiene. 	<p>Term 2: Citizenship</p> <ul style="list-style-type: none"> • Understand what human rights are and why they are important. • Understand how reusing items benefits the environment. • Understand the range of groups that exist in the wider community. • Understand how community groups can focus on different areas of interest. • Understand that diversity supports a community to work effectively. • Understand the role of local councillors. 	<p>Term 2: Creating goals</p> <ul style="list-style-type: none"> • Creating goals to achieve before Year 5. • Identifying my achievement this year. • Setting myself goals. • Knowing who I can talk to if I am worried about anything.



MFL Objectives: (<https://www.lightbulblanguages.co.uk/resources/PrimarySpanish/Scheme-of-work-overview.pdf>)

Autumn Term	Spring Term	Summer Term
Term 1: Los numeros: Numbers 1-39	Term 1: ¿A qué fecha estamos? Months and birthdays Days of the week and dates	Term 1: ¿Qué tiempo hace? Weather, compass points and towns
Term 2: En el parque de animales Numbers of wild animals	Term 2: ¿Tienes hambre? Opinions of singular foods Opinions of plural foods	Term 2: Vamos de compras Clothes Money Let's go shopping