



# St Peter's of Eaton Square C of E Primary School

## Y4 Curriculum Overview

### IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

### IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

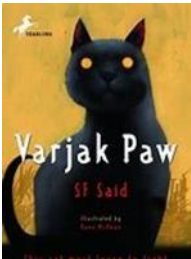
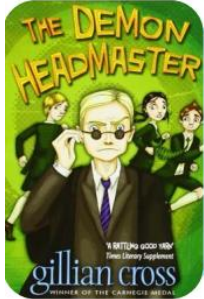
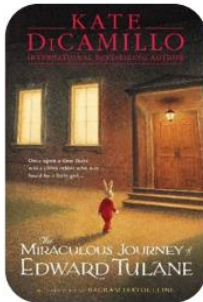
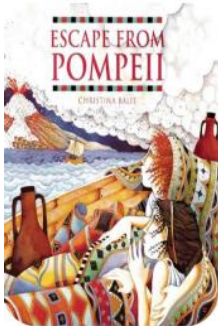

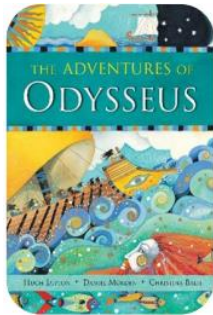
### INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavour to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

## YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project / Key Idea	Who am I?	Who are you?	What is conflict?	What is tolerance?	What is Westminster like?	How can we make changes?
Theme	Identity Diversity	Environment	Climate Change Inventors/tions	Creativity	Health Sustainability	Independence Resilience
Core Texts						
Cross-Curricular	<p><b>English - Non-Fiction:</b> Persuasive</p> <p><b>Fiction:</b> 3<sup>rd</sup> person narrative</p>	<p><b>English- Non-Fiction:</b> Letter based on a visit</p> <p><b>Fiction:</b> Diary</p>	<p><b>English- Non-Fiction:</b> Explanation text</p> <p><b>Fiction:</b> Missing chapter</p>	<p><b>English- Non-Fiction:</b> Information text</p> <p><b>Fiction:</b> 1<sup>st</sup> person narrative</p>	<p><b>English- Non-Fiction:</b> Letter</p> <p><b>Fiction:</b> Adventure story</p>	<p><b>English- Non-Fiction:</b> Biography</p> <p><b>Fiction:</b> Myth</p>
Cross-Curricular	<b>Science-</b> Animals, including humans	<b>Science-</b> Living Things and their Habitats	<b>Science-</b> Classifying living things	<b>Science-</b> Electricity	<b>Science-</b> States of Matter	<b>Science-</b> Sound
Cross-Curricular	<b>Computing –</b>	<b>Computing –</b>	<b>Computing –</b>	<b>Computing –</b>	<b>Computing –</b>	<b>Computing –</b>

	How can I be safe with technology and be a good digital citizen?	How can I use devices to create digital media?	How can I use my skills to create a project?	What can I build with code?	How can I create, store and use information?	How do I use an algorithm?
Cross-Curricular	<b>PE - Games</b> Basic skills  <b>Swimming and Water Safety</b>	<b>PE - Gymnastics</b> Bridges  <b>Swimming and Water Safety</b>	<b>PE - Dance &amp; Fitness</b> Space  <b>Swimming and Water Safety</b>	<b>PE - Team Games</b> Racket/Bat sports skills  <b>Swimming and Water Safety</b>	<b>PE - Invasion &amp; Team Games</b> Basketball, football, netball skills  <b>Swimming and Water Safety</b>	<b>PE - Athletics</b>  <b>Swimming and Water Safety</b>
Cross-Curricular	<b>R.E. –</b> How did belief in God affect the actions of people from the Old Testament?	<b>R.E. –</b> 1. What are the beatitudes and what do they mean to Christians? 2. What do Christians mean by peace at Christmas?	<b>R.E. –</b> Hinduism – How do Hindus worship?	<b>R.E. –</b> 1. Do fame and the Christian faith go together? 2. What is Holy Communion and how does it build a Christian community?	<b>R.E. –</b> Hinduism - What does it mean to be a Hindu?	<b>R.E. –</b> Why is liturgy important to many Christians?
Cross-Curricular	<b>History –</b> The Roman Empire and its impact on Britain -	<b>Geography –</b> A comparison between Mexico and the UK	<b>History-</b> The Mayans	<b>Geography-</b> How do people across the world earn a living?	<b>History-</b> The Industrial Revolution	<b>Geography-</b> Volcanoes
Cross-Curricular	<b>Art-</b> Self-portraits	<b>D.T.-</b> Designing a slingshot car	<b>Art-</b> Formal elements of art	<b>D.T.-</b> Designing a pavilion structure	<b>Art-</b> Every picture tells a story	<b>D.T.-</b> Food: Following a recipe
Cross-Curricular	<b>Music -</b> Violin	<b>Music -</b> Violin	<b>Music -</b> Violin	<b>Music -</b> Violin	<b>Music -</b> Violin	<b>Music -</b> Violin
Cross-Curricular	<b>Latin -</b> Deepening understanding of Latin verbs.  Roman Gods and Religion	<b>Latin -</b> Deepening understanding of Latin verbs.  Roman Gods and Religion	<b>Latin -</b> Deepening understanding of Latin verbs.  Roman household and cookery	<b>Latin -</b> Deepening understanding of Latin verbs.  Roman household and cookery	<b>Latin -</b> Translating more complex sentences.	<b>Latin -</b> Translating more complex sentences.
Cross-Curricular	<b>PSHE -</b> Being Me in My World	<b>PSHE -</b> Celebrating Difference	<b>PSHE -</b> Dreams and Goals	<b>PSHE -</b> Healthy Me	<b>PSHE -</b> Relationships	<b>PSHE -</b> Changing Me
Experiences / Visits						

National Curriculum / Knowledge	<p><b>Science –</b> Describe the basic functions of the main parts of the digestive system in humans. Identify the different teeth in humans and their simple functions.</p> <p>Describe the basic functions of the main parts of the digestive system in humans Animals, including humans (non-statutory) - be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine.</p> <p>Identify that animals, including humans, need the right type and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><b>Science –</b> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment and identify how the habitat changes throughout the year.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment and identify how the habitat changes throughout the year.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things and explore examples of human impact (both positive and negative) on environments.</p>	<p><b>Science –</b> Explore and use classification keys to help find, identify and name a variety of living things in their local and wider environment</p> <p>Raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched</p> <p>Recognise that living things can be grouped in a variety of ways. Put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p>	<p><b>Science –</b> Construct a simple series electric circuit, identifying and naming the basic parts, including cells wires, bulbs, switches and bulbs.</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors</p> <p>Identify common appliances that run on electricity</p> <p>Pupils should be taught about precautions for working safely with electricity.</p>	<p><b>Science –</b> Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe 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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>States of matter (non-statutory) - observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying Observe that some materials change state when they are heated or cooled.</p>	<p><b>Science –</b> Recognise that sounds get fainter as the distance from the source increases.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>
	National Curriculum / Knowledge	<p><b>Computing-</b> Recognise</p>	<p><b>Computing-</b> Recognise common uses of</p>	<p><b>Computing-</b> Understand computer</p>	<p><b>Computing-</b> Design, write and debug</p>	<p><b>Computing-</b> Select and use a variety of</p>

	<p>acceptable/unacceptable behaviour online</p> <p>Identify a range of ways to report concerns about content and contact</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>information technology beyond school</p> <p>Use technology to create, retrieve, store and manipulate digital content.</p> <p>Use technology safely, respectfully and responsibly.</p>	<p>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> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) to accomplish given goals including collecting, analysing, evaluating and presenting data and information</p>	<p>programs that accomplish specific goals</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs</p>	<p>software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
National Curriculum / Knowledge	<p><u>Games</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p><u>Gymnastics</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise</p>	<p><u>Dance &amp; Fitness</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to</p>	<p><u>Team Games</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and</p>	<p><u>Team Games</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and</p>	<p><u>Athletics</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils</p>

	<p>Pupils should use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>Swimming &amp; Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>their own success. Pupils should develop flexibility, strength, technique, control and balance. <u>Swimming &amp; Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>evaluate and recognise their own success. Pupils should perform dances using a range of movement patterns. <u>Swimming &amp; Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. <u>Swimming &amp; Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. <u>Swimming &amp; Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>should develop flexibility, strength, technique, control and balance. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. <u>Swimming &amp; Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>
National Curriculum / Knowledge	<p><b>R.E. – Key concepts/ideas:</b></p> <ul style="list-style-type: none"> <li>•People of God</li> <li>•God’s plan</li> <li>•What does it mean to have faith?</li> <li>•What can we learn from the stories of Abraham, Moses, David, Ruth and Solomon about following God’s call?</li> <li>•How do people determine what God is calling them to do?</li> <li>•How do understand the word ‘vocation?’</li> <li>•Where do we get our strength from?</li> </ul>	<p><b>R.E. – Key concepts/ideas:</b></p> <ul style="list-style-type: none"> <li>•What do the Beatitudes mean?</li> <li>•What do the Beatitudes mean for Christians?</li> <li>•What moral decisions might a person make based on the teachings of the Beatitudes?</li> <li>•What impact did the Beatitudes have on that time and on the life of Christians today?</li> <li>•What do they tell us about God, Jesus, humanity and our</li> </ul>	<p><b>R.E. – Key concepts/ideas:</b></p> <ul style="list-style-type: none"> <li>•Belief.</li> <li>•Worship.</li> <li>•Religious practices.</li> <li>•What does it mean for a Hindu to believe in God?</li> </ul>	<p><b>R.E. – Key concepts/ideas:</b></p> <ul style="list-style-type: none"> <li>•What are the key values that Christian people hold?</li> <li>•Is possible to be a Christian and famous or is there a conflict in the value system?</li> </ul> <p><b>Key concepts/ideas:</b></p> <ul style="list-style-type: none"> <li>•Salvation</li> <li>•Koinonia</li> <li>•What Jesus said about Communion?</li> <li>•How Christians share in the Body and Blood of Jesus at Church.</li> <li>•How the act of sharing</li> </ul>	<p><b>R.E. – Key concepts/ideas:</b></p> <ul style="list-style-type: none"> <li>•What are the key beliefs of Hinduism and how are these applied to daily life for some Hindus?</li> <li>•What are the key practices and how do the values and ideals influence and underpin behaviour and attitude?</li> </ul>	<p><b>R.E. – Key concepts/ideas:</b></p> <ul style="list-style-type: none"> <li>•The meaning of the liturgy.</li> <li>•Different styles of liturgy.</li> <li>•The meaning of the sacrament.</li> <li>•Prayer, psalms, word, silence, art, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy.</li> </ul>

	<ul style="list-style-type: none"> <li>What helps us to make the right choices for our lives?</li> </ul>	responsibilities to each other and the world? Key concepts/ideas: <ul style="list-style-type: none"> <li>Incarnation</li> <li>What is peace?</li> <li>How do we find peace within ourselves?</li> <li>What does the Bible tell us about peace?</li> <li>How does the Church live out its message of peace at Christmas?</li> </ul>		Communion demonstrates God's Peace. <ul style="list-style-type: none"> <li>The legacy of Jesus and how it may help Christians today.</li> </ul>		
National Curriculum / Knowledge	<p><b>History - Chronology</b>  Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later').  Use words and phrases to describe periods of time: "millenia", "century" and "decade".  Establish narratives within and across periods studied. Understand the concept of change over time.  Identify changes within and across historical periods.</p> <p><b>Knowledge and Understanding</b>  Identify key features / events of a period.</p>	<p><b>Geography –</b>  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  Describe and understand key aspects</p>	<p><b>History - Chronology</b>  Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later').  Use words and phrases to describe periods of time: "millenia", "century" and "decade".  Establish narratives within and across periods studied. Understand the concept of change over time.  Identify changes within and across historical periods.</p> <p><b>Knowledge and Understanding</b>  Identify key features / events of a period.</p>	<p><b>Geography –</b>  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  Describe and understand key aspects</p>	<p><b>History - Chronology</b>  Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later').  Use words and phrases to describe periods of time: "millenia", "century" and "decade".  Establish narratives within and across periods studied. Understand the concept of change over time.  Identify changes within and across historical periods.</p> <p><b>Knowledge and Understanding</b>  Identify key features / events of a period.</p>	<p><b>Geography –</b>  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  Describe and understand key aspects of physical geography, including: climate zones, biomes</p>

	<p>Identify key changes over a period of time and give reasons for these.</p> <p>Explain how the lives of people in the time studied compares with our life today.</p> <p>Explain how people / events from the past have influenced life today.</p> <p>Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p><b>Interpretation</b></p> <p>Understand that the past has been represented in different ways.</p> <p>Give reasons for different ways in which the past is presented.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion.</p> <p>Identify primary /secondary sources and how this affects reliability.</p> <p>Begin to use evidence to formulate own interpretation/opinion of historical events and people.</p>	<p>of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: 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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Identify key changes over a period of time and give reasons for these.</p> <p>Explain how the lives of people in the time studied compares with our life today.</p> <p>Explain how people / events from the past have influenced life today.</p> <p>Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p><b>Interpretation</b></p> <p>Understand that the past has been represented in different ways.</p> <p>Give reasons for different ways in which the past is presented.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion.</p> <p>Identify primary /secondary sources and how this affects reliability.</p> <p>Begin to use evidence to formulate own interpretation/opinion</p>	<p>of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: 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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Identify key changes over a period of time and give reasons for these.</p> <p>Explain how the lives of people in the time studied compares with our life today.</p> <p>Explain how people / events from the past have influenced life today.</p> <p>Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p><b>Interpretation</b></p> <p>Understand that the past has been represented in different ways.</p> <p>Give reasons for different ways in which the past is presented.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion.</p> <p>Identify primary /secondary sources and how this affects reliability.</p> <p>Begin to use evidence to formulate own interpretation/opinion</p>	<p>and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: 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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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	<p>Examine different types of evidence and draw conclusions.</p> <p>Analyse the experiences of others and apply the lessons learnt to one's own life/today's world.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Identify and explain change and continuity within and across periods.</p> <p><b>Enquiry</b></p> <p>Ask questions such as "how did people...?", "what did people do for...?" etc.</p> <p>Use evidence to build up a picture of a past events.</p> <p>Select and organise relevant historical information.</p> <p>Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.</p> <p>Begin to evaluate the reliability of different sources of evidence.</p>		<p>of historical events and people.</p> <p>Examine different types of evidence and draw conclusions.</p> <p>Analyse the experiences of others and apply the lessons learnt to one's own life/today's world.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Identify and explain change and continuity within and across periods.</p> <p><b>Enquiry</b></p> <p>Ask questions such as "how did people...?", "what did people do for...?" etc.</p> <p>Use evidence to build up a picture of a past events.</p> <p>Select and organise relevant historical information.</p> <p>Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.</p>		<p>of historical events and people.</p> <p>Examine different types of evidence and draw conclusions.</p> <p>Analyse the experiences of others and apply the lessons learnt to one's own life/today's world.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Identify and explain change and continuity within and across periods.</p> <p><b>Enquiry</b></p> <p>Ask questions such as "how did people...?", "what did people do for...?" etc.</p> <p>Use evidence to build up a picture of a past events.</p> <p>Select and organise relevant historical information.</p> <p>Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.</p>	
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	<p><b>Organisation and Communication</b></p> <p>Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>		<p>Begin to evaluate the reliability of different sources of evidence.</p> <p><b>Organisation and Communication</b></p> <p>Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>		<p>Begin to evaluate the reliability of different sources of evidence.</p> <p><b>Organisation and Communication</b></p> <p>Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>	
National Curriculum / Knowledge	<p><b>Art -</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>D.T. -</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>Art-</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to improve their</p>	<p><b>D.T. -</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to improve their mastery</p>	<p><b>Art-</b></p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p><b>D.T. -</b></p> <p>To use a range of materials creatively to design and make products</p> <p>Learn about great artists, architects and designers</p>

	<p>To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>different practices and disciplines, and making links to their own work</p>	<p>in history.</p>
National Curriculum / Knowledge	<p><b>Music –</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>. Copy short melodic phrases including those</p>	<p><b>Music –</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>. Copy short melodic phrases including those</p>	<p><b>Music –</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>. Copy short melodic phrases including those</p>	<p><b>Music –</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>. Copy short melodic phrases including those</p>	<p><b>Music –</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>. Copy short melodic phrases including those</p>	<p><b>Music –</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>. Copy short melodic phrases including those</p>

	using the pentatonic scale (e.g., C, D, E, G, A).	using the pentatonic scale (e.g., C, D, E, G, A).	Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).	using the pentatonic scale (e.g., C, D, E, G, A).	using the pentatonic scale (e.g., C, D, E, G, A).	using the pentatonic scale (e.g., C, D, E, G, A).
National Curriculum / Knowledge	<p><b>PSHE –</b> (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9)-know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others, if needed (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have</p>	<p><b>PSHE –</b> (R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others, if needed (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships (R15)-know the importance of self-respect and how this links to their own happiness (R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17)-Know about</p>	<p><b>PSHE –</b> (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R14)-Know the conventions of courtesy and manners (R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings</p>	<p><b>PSHE –</b> (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9)-know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p><b>PSHE –</b> (R2)-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R4)-Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6)-Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support</p>	<p><b>PSHE –</b> (R1)-Know that families are important for children growing up because they can give love, security and stability (R2)-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3)-Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4)-Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs</p>

	<p>different preferences or beliefs</p> <p>(R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings</p>	<p>different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21)-Know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so</p> <p>(R32)-Know where to get advice e.g. family, school and/or other sources</p>		<p>(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R15)-know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21)-Know that the same principles apply to online relationships as face-to-face relationships, including</p>	<p>with problems and difficulties</p> <p>(R9)-know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p>	<p>(R26)-Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>(H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle</p>
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(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  
 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings  
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  
 (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  
 (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing  
 (H9)-Know where and when to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own, or someone else's mental wellbeing or ability to control their emotions (including issues arising

the importance of respect for others online including when we are anonymous  
 (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  
 (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)  
 (R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult  
 (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard  
 (R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so  
 (R32)-Know where to get advice e.g. family, school and/or other sources  
 (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health  
 (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  
 (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults  
 (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)  
 (R32)-Know where to get advice e.g. family, school and/or other sources  
 (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  
 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings  
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  
 (H7)-Know isolation and

		online) (H13)-know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private		(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health (H24)-Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (H25)-Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and rug-taking (H26)-Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H9)-Know where and when to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own, or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H10)-Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	
National Curriculum / Knowledge	<b>Latin –</b> To learn about the gods and goddesses Olympus, their mythology, their effect on literature, cosmology and language.	<b>Latin –</b> To study the London Mithraeum and other alternative polytheistic religions in ancient Rome.	<b>Latin –</b> To deepen understanding of Latin nouns, including: the nominative, accusative, genitive and dative cases, common	<b>Latin –</b> To learn about recipes as eaten by Romans, Roman dining habits and Roman slavery.	<b>Latin –</b> To translate simple sentences between English and Latin. To revise Latin verbs, translating the present and future tenses.	<b>Latin –</b> To study English and Latin syntax.  To understand and compose Latin sentences

	To increase knowledge of Latin verbs, including: identification of person and number, revision of the present tense, learning 2nd conjugation verbs and the principle parts.	To introduce a series of spoken Latin conversations featuring the gods.  To study attitudes to Christianity in ancient Rome at different times in the Empire.	derivatives, complex noun phrases and compound words.  To learn about Roman diet, sources of food, the geography and politics of food distribution in ancient Rome.	To introduce a series of spoken Latin conversations featuring food and the household.	To understand subject/verb agreement in English and Latin.	in the context of a continuous narrative.
Skills	<p><b>Science - Key concepts/ideas:</b> Understand salivary glands and taste buds</p> <p><b>Possible scientific enquiry:</b> Gathering and recording data in a variety of ways to help in answering questions. Know the different types of teeth</p> <p><b>Possible scientific enquiry:</b> Group and classifying things, conducting a comparative and fair test</p> <p>Understand the intestines</p> <p><b>Possible scientific enquiry:</b> Setting up practical enquiries</p> <p>Understand the food pyramid and why it is important</p> <p><b>Possible scientific enquiry:</b> Asking relevant questions</p> <p>Know about vitamins and minerals</p>	<p><b>Science - Key concepts/ideas:</b> Know about the balance of nature</p> <p><b>Possible scientific enquiry:</b> Making systemic and careful observations and recording findings using diagrams or keys</p> <p>Describe ecosystems and how they are affected by changes in the environment</p> <p><b>Possible scientific enquiry:</b> Observing changes over time</p> <p>Understand human impact on the environment</p> <p><b>Possible scientific enquiry:</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar, charts and tables</p> <p>Explore air pollution</p> <p><b>Possible scientific enquiry:</b> Setting up</p>	<p><b>Science - Key concepts/ideas:</b> Understand habitats</p> <p><b>Possible scientific enquiry:</b> Making systemic and careful observations and recording findings using diagrams or keys</p> <p>Know how scientists classify animals</p> <p><b>Possible scientific enquiry:</b> Making systemic and careful observations</p> <p>Understand the difference between vertebrate and invertebrate</p> <p><b>Possible scientific enquiry:</b> Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Know about cold-blooded bird and mammals</p> <p><b>Possible scientific</b></p>	<p><b>Science - Key concepts/ideas:</b> Identify when a lamp will light in a simple series circuit</p> <p><b>Possible scientific enquiry:</b> Identifying differences and similarities or changes related to scientific ideas and processes. Explore how electricity is transported</p> <p><b>Possible scientific enquiry:</b> Identifying differences and similarities or changes related to scientific ideas and processes. Understand the difference between a series and parallel circuit</p> <p><b>Possible scientific enquiry:</b> Identifying differences and similarities or changes related to scientific ideas and processes. Explain how to recognise electrical</p>	<p><b>Science - Key concepts/ideas:</b> Compare and group solids, liquids and gases</p> <p><b>Possible scientific enquiry:</b> Identifying differences and similarities or changes related to scientific ideas and processes. Investigate the effect temperature has on changing state</p> <p><b>Possible scientific enquiry:</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Understand diluting and dissolving</p> <p><b>Possible scientific enquiry:</b> Identifying differences and</p>	<p><b>Science - Key concepts/ideas:</b> Describe how sound travels</p> <p><b>Possible scientific enquiry:</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers. Explain what causes sound</p> <p><b>Possible scientific enquiry:</b> Identifying differences, similarities or changes related to simple scientific ideas and processes; Setting up simple practical enquiries, comparative and fair tests</p> <p>Compare the speed of sound and the speed of light</p> <p><b>Possible scientific enquiry:</b> Use knowledge to explain different phenomena</p>

	<p><b>Possible scientific enquiry:</b> Asking relevant questions</p> <p>Understand the food chain, know how natural cycles work</p> <p><b>Possible scientific enquiry:</b> Identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>simple practical enquiries, comparative and fair tests</p> <p>Understand water pollution</p> <p><b>Possible scientific enquiry:</b> Gathering, recording, classifying and presenting data in a variety of ways to help answer questions</p> <p>Explore methods that can be used to conserve water</p> <p><b>Possible scientific enquiry:</b> Gather and record information to suggest improvements</p>	<p><b>enquiry:</b> Grouping and classifying</p> <p>Know about warm-blooded bird and mammals</p> <p><b>Possible scientific enquiry:</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Understand how fish are different from amphibians</p> <p><b>Possible scientific enquiry:</b> Making systemic and careful observations and recording findings using diagrams or keys</p>	<p>conductors and insulators</p> <p><b>Possible scientific enquiry:</b> Identifying differences and similarities or changes related to scientific ideas and processes. Describe the basic parts of a circuit</p> <p><b>Possible scientific enquiry:</b> Identifying differences and similarities or changes related to scientific ideas and processes. Know how to work safely with electricity</p> <p><b>Possible scientific enquiry:</b> Identifying differences and similarities or changes related to scientific ideas and processes.</p>	<p>similarities or changes related to scientific ideas and processes. Understand evaporation and condensation</p> <p><b>Possible scientific enquiry:</b> Reporting on findings from enquiries, including oral and written explanations, displays, or presentations of results and conclusions. Understand the water cycle</p> <p><b>Possible scientific enquiry:</b> Reporting on findings from enquiries, including oral and written explanations, displays, or presentations of results and conclusions. Describe freezing and melting</p> <p><b>Possible scientific enquiry:</b> To describe and explain findings from an evaporation investigation, and grouping and classifying a variety of different materials.</p>	<p>Compare sounds in solids, liquids and gases</p> <p><b>Possible scientific enquiry:</b> Using straightforward evidence to answer questions or to support their findings.</p> <p>Describe different sounds</p> <p><b>Possible scientific enquiry:</b> Reporting on findings from enquiries, including oral and written explanation</p> <p>Explain how to protect your ears</p> <p><b>Possible scientific enquiry:</b> Using results to draw simple conclusions.</p>
Skills	<p><b>Computing - Online Safety</b></p> <p>How can a strong password protect our privacy?</p>	<p><b>Computing - Using Google for Education</b></p> <p>Joining a classroom</p> <p>Turning in an assignment</p>	<p><b>Computing - Cross-Curricular Projects</b></p> <p>How can I use refining tools with search engines?</p>	<p><b>Computing - Working with Code</b></p> <p>How do we create sequences, using events, looping, debugging and</p>	<p><b>Computing - Working with Databases</b></p> <p>How can we collect and log information?</p>	<p><b>Computing - Programming</b></p> <p>What do we do to create repetition in games?</p>

	<p>What should we do when someone uses mean and harmful language on the internet?</p> <p><b>Digital Citizenship</b></p> <p>How can we good digital citizens in our community and world?</p> <p>What is my online identity?</p> <p><b>Foundational Skills</b></p> <p>Keyboard skills: where to find the keys on the keyboard (finding Home Row)</p>	Creating: WordDoc, Slide, Drawing, Creating Folders	How can I use drawings to create posters or infographics?	introducing conditionals (if..then..)?		
Skills	<p><b>PE –</b></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short-term effects of different exercise activities on the body, know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a</p>	<p><b>PE –</b></p> <p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Recognise and describe the short term effects of exercise on the body during different activities, know the importance of suppleness and strength. Describe and evaluate the effectiveness and quality of a performance and recognise how their own performance has improved.</p>	<p><b>PE –</b></p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Create and link dance phrases using a simple dance structure or motif. Perform dances with awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance. Describe and evaluate some of the compositional features of dances performed with a partner and in a group</p>	<p><b>PE –</b></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short term effects of different exercise activities on the body, know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need</p>	<p><b>PE –</b></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short term effects of different exercise activities on the body, know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a</p>	<p><b>PE –</b></p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Take part in outdoor and adventurous activity challenges both individually and within a team.</p>

	performance that need improving and use what they have learned to improve their work.		talk about how they might improve their dance.	improving and use what they have learned to improve their work.	performance that need improving and use what they have learned to improve their work.	
Skills	RE – <i>See National Curriculum Knowledge &amp; Skills above</i>	RE – <i>See National Curriculum Knowledge &amp; Skills above</i>	RE – <i>See National Curriculum Knowledge &amp; Skills above</i>	RE – <i>See National Curriculum Knowledge &amp; Skills above</i>	RE – <i>See National Curriculum Knowledge &amp; Skills above</i>	RE – <i>See National Curriculum Knowledge &amp; Skills above</i>
Skills	<b>Geography -</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and	<b>History - Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.  <b>Knowledge and Understanding</b> Identify key features / events of a period. Identify key changes over a period of time and give reasons for these.	<b>Geography -</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key	<b>History - Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.  <b>Knowledge and Understanding</b> Identify key features / events of a period. Identify key changes over a period of time and give reasons for these.	<b>Geography -</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key	<b>History - Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.  <b>Knowledge and Understanding</b> Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with

<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p><b>Interpretation</b> Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people. Examine different types of evidence and draw conclusions. Analyse the experiences of others</p>	<p>aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p><b>Interpretation</b> Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people. Examine different types of evidence and draw conclusions. Analyse the experiences of others</p>	<p>aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political.</p> <p><b>Interpretation</b> Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people. Examine different types of evidence and draw conclusions. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Discern how and why</p>
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and apply the lessons learnt to one's own life/today's world.  
Discern how and why contrasting arguments and interpretations of the past have been constructed.  
Identify and explain change and continuity within and across periods.

#### **Enquiry**

Ask questions such as "how did people...?", "what did people do for..." etc.  
Use evidence to build up a picture of a past events.  
Select and organise relevant historical information.  
Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.  
Begin to evaluate the reliability of different sources of evidence.

#### **Organisation and Communication**

Discuss different ways of presenting information for

and apply the lessons learnt to one's own life/today's world.  
Discern how and why contrasting arguments and interpretations of the past have been constructed.  
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#### **Organisation and Communication**

Discuss different ways of presenting information for different purposes.  
Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures,

		<p>different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc.</p> <p>Contribute keenly and confidently in class discussions.</p> <p>Present written work in an organised and clearly structured manner.</p> <p>Summarise the most important points in a short and clear form, using own words.</p> <p>Use dates and historical terms accurately.</p> <p>Work independently and in groups, showing initiative</p>		<p>different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc.</p> <p>Contribute keenly and confidently in class discussions.</p> <p>Present written work in an organised and clearly structured manner.</p> <p>Summarise the most important points in a short and clear form, using own words.</p> <p>Use dates and historical terms accurately.</p> <p>Work independently and in groups, showing initiative</p>		<p>writing, annotations etc. Contribute keenly and confidently in class discussions.</p> <p>Present written work in an organised and clearly structured manner.</p> <p>Summarise the most important points in a short and clear form, using own words.</p> <p>Use dates and historical terms accurately.</p> <p>Work independently and in groups, showing initiative</p>
Skills	<p><b>Art –</b></p> <p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Use research to inspire development of drawings, display research in sketch books. Make informed choices when sketching.</p> <p>Alter and refine drawings and describe changes</p>	<p><b>D.T. –</b></p> <p>Order the main stages of making.</p> <p>Explain their selection of tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p>	<p><b>Art –</b></p> <p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use key sketching vocabulary to demonstrate knowledge and</p>	<p><b>D.T. –</b></p> <p>Model over a frame Use recycled, natural and manmade materials to create sculptures. Adapt work as and when necessary and explain why in sketchbooks. Photograph work for sketchbooks. Demonstrate awareness of local London and UK artist environmental sculpture. Show awareness of the effect of time upon sculptures.</p>	<p><b>Art –</b></p> <p>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</p> <p>Use research to inspire development of drawings, display research in sketch books. Make informed choices when sketching.</p> <p>Alter and refine drawings and describe</p>	<p><b>D.T. –</b></p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

	using art vocabulary. Explore relationships between line and tone, pattern and shape, line and texture.	Join and combine materials and components accurately in temporary and permanent ways.	understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		changes using art vocabulary. Explore relationships between line and tone, pattern and shape, line and texture.	
<b>Skills</b>	<p><b>Music –</b> Pitch matching vocally using solfège Co-ordination between left and right hand Playing the open strings with pizzicato and with the bow. Giving helpful and encouraging feedback to peers. Awareness of dynamics and their musical terms.</p>	<p><b>Music –</b> Pitch matching vocally using solfège Matching the sound and pitch on their violin. Co-ordination between left and right hand Playing the open strings with pizzicato and with the bow. Giving helpful and encouraging feedback to peers. Awareness of dynamics and their musical terms. Valuing and seeing the effects and benefits of practice. Careful listening to the music and using imaginative words, describing what the feelings are. Building a good practice routine.</p>	<p><b>Music –</b> Pitch matching vocally using solfège Matching the sound and pitch on their violin. Improvise rhythmic patterns using the open strings Co-ordination between left and right hand Playing the open strings with pizzicato and with the bow. Moving between the strings fluently and accurately. Holding the bow and violin with a good posture. Giving helpful and encouraging feedback to peers. Awareness of dynamics and their musical terms. Valuing and seeing the effects and benefits of practice. Careful listening to the music and using imaginative words, describing what the feelings are. Building a good practice routine.</p>	<p><b>Music –</b> Pitch matching vocally using solfège Matching the sound and pitch on their violin. Improvise rhythmic patterns using the open strings Play pieces using a range of dynamics. Co-ordination between left and right hand Playing the open strings with pizzicato and with the bow. Moving between the strings fluently and accurately. Holding the bow and violin with a good posture. Giving helpful and encouraging feedback to peers. Awareness of dynamics and their musical terms. Valuing and seeing the effects and benefits of practice. Careful listening to the music and using imaginative words, describing what the feelings are. Building a good practice routine.</p>	<p><b>Music –</b> Pitch matching vocally using solfège Matching the sound and pitch on their violin. Improvise rhythmic patterns using the open strings Play pieces using a range of dynamics. Feeling the groove of the music and responding to it. Co-ordination between left and right hand Playing the open strings with pizzicato and with the bow. Moving between the strings fluently and accurately. Holding the bow and violin with a good posture. Reading the open strings and a few D strings fingers on the stave. Reading simple crotchet, quaver and minim rhythms in 4/4 and 2/4. Giving helpful and encouraging feedback to peers.</p>	<p><b>Music –</b> Pitch matching vocally using solfège Matching the sound and pitch on their violin. Improvise rhythmic patterns using the open strings Play pieces using a range of dynamics. Feeling the groove of the music and responding to it. Performance skills and etiquette starting and finishing in silence. Co-ordination between left and right hand Playing the open strings with pizzicato and with the bow. Moving between the strings fluently and accurately. Holding the bow and violin with a good posture. Reading the open strings and a few D strings fingers on the stave. Reading simple crotchet, quaver and minim rhythms in 4/4 and 2/4 Being able to relax in performance Performing to an audience, managing</p>

			Understanding how to make a good sound.	Understanding how to make a good sound. Listening to your own violin and others at the same time.	Awareness of dynamics and their musical terms. Valuing and seeing the effects and benefits of practice. Careful listening to the music and using imaginative words, describing what the feelings are. Building a good practice routine. Understanding how to make a good sound. Listening to your own violin and others at the same time. Playing as a group with the awareness of each other.	nerves and keeping relaxed. Giving helpful and encouraging feedback to peers. Awareness of dynamics and their musical terms. Valuing and seeing the effects and benefits of practice. Careful listening to the music and using imaginative words, describing what the feelings are. Building a good practice routine. Understanding how to make a good sound. Listening to your own violin and others at the same time. Playing as a group with the awareness of each other. Feeling a sense of pulse playing with a backing track and together as a group.
Skills	<p><b>Latin –</b> Begin to apply grammatical rules to Latin verbs, such as person and number, which apply to English verbs.</p> <p>To build knowledge of an entirely new category of verbs, predicated on existing verb knowledge.</p>	<p><b>Latin –</b> Build on knowledge of ancient polytheism by exploring its specific articulation in ancient Britain.</p> <p>To employ new technical and religious vocabulary within the preexisting scaffold of conversation.</p> <p>Site Christianity as a</p>	<p><b>Latin –</b> To build on existing knowledge of and apply grammatical rules to Latin nouns, and understand the Latin cases can be expressed by prepositional phrases in English.</p> <p>Creation of an enhanced Latin visual noun dictionary.</p>	<p><b>Latin –</b> Translation of Roman recipes; study and response to myths featuring food, building on pre-existing knowledge of myths about the gods.</p>	<p><b>Latin –</b> To consolidate existing knowledge of Latin verbs and nouns and apply this knowledge in the translation of more complex sentences into English.</p> <p>Build on knowledge of the present tense by introducing the future</p>	<p><b>Latin –</b> Begin to understand that the rules of English syntax are heavily derived from the rules of Latin syntax.</p> <p>To begin to apply the deeper understanding of Latin sentence structure within story structure, and to take Latin sentences out of isolation and into a cohesive narrative.</p>

	<p>Creation of an enhanced Latin visual verb dictionary; progression through a series of language-based games, online games and dramatisations.</p> <p>Begin to encounter ancient polytheism</p>	historical phenomenon in the ancient world.	Study of Roman food, the food of the Celts, cura annonae (the grain dole), Roman breakfast and drinks.		<p>tense, with attendant endings.</p> <p>To understand the grammatical rules that underlie intuitive understanding of subject/verb agreement.</p>	
<b>Skills</b>	<p><b>PSHE-</b></p> <p>Know how individual attitudes and actions make a difference to a class</p> <ul style="list-style-type: none"> <li>Know about the different roles in the school community</li> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know that their own actions affect themselves and others</li> <li>Know how groups work together to reach a consensus</li> </ul> <p>Know that having a voice and democracy benefits the school community</p> <p><b>Social and Emotional Skills</b></p>	<p><b>PSHE-</b></p> <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <ul style="list-style-type: none"> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know what to do if they think bullying is, or might be taking place</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> </ul> <p>Know that first impressions can change</p> <p><b>Social and Emotional skills</b></p> <p>Try to accept people for who they are</p>	<p><b>PSHE-</b></p> <p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p> <p><b>Social and Emotional skills</b></p>	<p><b>PSHE-</b></p> <p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p>	<p><b>PSHE-</b></p> <p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a</p>	<p><b>PSHE-</b></p> <p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and</p>

	<p>Identify the feelings associated with being included or excluded</p> <ul style="list-style-type: none"> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or unmotivated</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive</li> </ul>	<p>Identify influences that have made them think or feel positively/negatively about a situation</p> <ul style="list-style-type: none"> <li>Identify feelings that a bystander might feel in a bullying situation</li> <li>Identify reasons why a bystander might join in with bullying</li> <li>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>Identify their own uniqueness</li> <li>Be comfortable with the way they look</li> <li>Identify when a first impression they had was right or wrong</li> <li>Be non-judgemental about others who are different</li> </ul>	<p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Can identify the feeling of disappointment</p> <p>Can identify a time when they have felt disappointed</p> <p>Be able to cope with disappointment</p> <p>Help others to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Have a positive attitude</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p><b>Social and Emotional skills</b></p> <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know how to be assertive</p>	<p>friendship/ relationship to end if it is causing negative feelings or is unsafe</p> <p><b>Social and Emotional skills</b></p> <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p> <p><b>Social and Emotional skills</b></p> <p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p> <p>Have strategies for managing the emotions relating to change</p>
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