



Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Maths	Maths	Maths	Maths	Maths
English	English	English	English	English	English
THE IRON MAN By: Ted Hughes	GEORGES SECRET KEY TO THE UNIVERSE By: Lucy Hawking	THE FIREWORK MAKER'S DAUGHTER By: Phillip Pullman	BEOWULF by Michael Morpurgo	THE LEGEND OF PODKIN ONE-EAR BY: Kieran Larwood	PUGS OF THE FROZEN NORTH BY: Phillip Reeves
Science	Science	Science	Science	Science	Science
Light and Sound <i>How do light and sound travel?</i>	Electricity <i>How does an electrical circuit work?</i>	Rocks <i>How are rocks and soil made?</i>	Evolution <i>What can we learn from fossils?</i>	Plants <i>How do plants reproduce?</i>	Classification and Habitats <i>How can environments change and how does this effect the plants and animals living there?</i>
RE	RE	RE	RE	RE	RE
Understanding Christianity: CREATION 2a.1 – <i>What do Christians learn from the Creation story?</i>	Understanding Christianity: INCARNATION 2a.3 – <i>What is the Trinity?</i>	Discovery RE: BUDDHISM Y4 Unit – <i>Is it possible for everyone to be happy?</i>	Discovery RE: EASTER Y4 Spring 2 – <i>Is forgiveness always possible?</i>	Understanding Christianity: KINGDOM OF GOD 2a.6 – <i>When Jesus left, what was the impact of Pentecost?</i>	Discovery RE: BUDDHISM Y4 Units – <i>Can the Buddha's teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?</i>
History	History		History		
Prehistory <i>How did daily life change from Stone Age to Iron Age?</i>	Invaders and Settlers <i>Who has made Britain their home?</i> Emphasis on study of Roman Britain		Invaders and Settlers <i>Who has made Britain their home?</i> linked to Legend writing and reading Beowulf in English Emphasis on study of Anglo-Saxon settlement of Britain		
		Geography			Geography
		European Comparison <i>How are European countries the same and different from each other?</i>			<i>What is life like living within the Arctic circle (Greenland)?</i> linked to work in English – Pugs Of The Frozen North by Phillip Reeves
Art		Art			Art
Drawing <i>Can I draw what I see?</i>		Painting and Printing <i>How are the works of Charles Rennie Mackintosh and Gustav Klimt similar and different?</i> Linked to work in Geography studying Europe			3D - Clay <i>How can we use the earth beneath our feet to decorate our homes?</i>
	DT			DT	
	Torches <i>How can we link science and design?</i> Linked to work in Science on Electricity			Pizza <i>What flavours create the perfect pizza topping?</i>	
Computing			Computing	Computing	Computing
E-safety <i>Why do I need to think about how I behave on-line?</i>			Digital Literacy (Publisher; Powerpoint) <i>How can I use computers to help me learn in different subjects?</i>	Programming (code.org Course II) <i>How do we instruct computers?</i>	Creativity/Graphics (Images & Animation) <i>How can we edit and improve our images?</i>
Music					
Whole class instrument lessons and singing					
French	French	French	French	French	French
<i>Qui suis-je?</i>	<i>Qu'est-ce que tu aimes manger au Café?</i>	<i>Qui est dans ta famille?</i>	<i>Qu'est ce que tu aimes faire?</i>	<i>Tu aimes les animaux?</i>	<i>Es-tu malade?</i>
PE	PE	PE	PE	PE	PE
Gymnastics	Gymnastics	Swimming	Swimming	Athletics	Rounders
		Netball	Football		
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Communities	Digital Safety	Money	Family	Keeping Healthy	Growing Up (RSE)





MATHS	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3/4	Number PV x 4	Number Addition + Subtraction x 2	Number Multiplication + Division x 2	Number Fractions x 2	Number Decimals inc. money x 3	Statistics x 2
	Number Addition + Subtraction x 2	Number Multiplication + Division x 4	Measurement Length, Perimeter and Area x 2	Y3 Measurement Capacity + mass x 3	Measure Time x 2	Geometry Properties of shape inc. position and direction x 4
			Number Fractions x 2	Y4 Number Decimals x 3		
Y4/5	Number PV x 4	Number Addition + Subtraction	Number Multiplication + Division x 3	Number Fractions x 2	Number Decimals x 2 Y4 + inc. money	Geometry Properties of shape x3
	Number Addition + Subtraction x 2	Number Multiplication + Division x 3	Number Fractions x 3	Number Y 4 Decimals x 4 Y 5 + Percentages	Measure Time	Geometry Position and Direction
		Measurement Length, Perimeter and Area x 2			Statistics x 2	Measurement Converting units and volume



ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Key Text: THE IRON MAN By: Ted Hughes Including 1 session per week free write	Key Text: GEORGES SECRET KEY TO THE UNIVERSE By: Lucy Hawking Including 1 session per week free write	Key Text: THE FIREWORK MAKER'S DAUGHTER By: Phillip Pullman Including 1 session per week free write	Key Text: Beowulf by Michael Morpurgo Including 1 session per week free write	Key Text: THE LEGEND OF PODKIN ONE-EAR BY: Kieran Larwood Including 1 session per week free write	Key Text: PUGS OF THE FROZEN NORTH BY: Phillip Reeves Including 1 session per week free write
Reading	Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts. Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text		Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts. Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text		Vocabulary/Word meaning Prior knowledge Associated with the reading Summarise the story so far Teacher reads Children to infer and predict. Think out loud and involve the children through questioning and thinking/feeling/ Happening prompts. Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonation Model the taught reading skill eg: Skimming/scanning, text-marking or short answer question type. Questions to read and answer (short answer formats) Multiple choice Simple retrieval Ordering True/false Matching Visualisation Find and copy a phrase/word Interrogate the text – discuss purpose, Layout etc... Annotate with text features Vocabulary discussion – magpie/ glossary? Children then complete a range of questions based on the text	
Additional subjects + writing options	Science –: Light Non Chronological Report writing, Explanation text	Science – Electricity Instructions, report writing	Science – Rocks Non Chronological Report writing, Explanation text	Science: Evolution Non Chronological Report writing, Explanation text	Science – Living Things Report writing, Explanation text, Information text	Science plant classification Report writing, Explanation text, Information text
	Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?	Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?	Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?	Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?	Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?	Discovery RE: BUDDHISM Y4 Units – Can the Buddha's teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?
Links to subjects	History Stone age to iron age Art +DT: emersion Use craft materials to make your own robot model... or could you make a life-sized robot? Draw a picture of the space-bat-angel-dragon that lands in Australia. Geography: emersion Draw a map showing the locations within the story. Use a map / atlas to find locations where the story might have taken place. The family who have a picnic on the hill feel an earthquake. Can you find out what causes earthquakes?	History Roman invasion DT <i>extension</i> Torches <i>linked to science</i> Art recreate artefacts and mosaics	Geography - European Comparison Art + DT The children will create firework paintings and bamboo paintings History emersion The children will explore the history of China during the period of the story	Geography - European Comparison Emersion History: What changes did the Anglo Saxon bring to Britain? DT create a model mythical creature	Design and Technology - Pizza Instructions Emersion Geography – Exploring the Arctic	Art Clay tiles

PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	Y4 I can use standard forms of verbs.	Y4 <ul style="list-style-type: none"> I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma 	Y4 <ul style="list-style-type: none"> can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma. I can use speech marks and other punctuation when I am writing speech. <ul style="list-style-type: none"> I can use possessive apostrophes in words with irregular plurals. 	Y4 <ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use different sentence structures for effect. 	Y4 <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma. I can use standard forms of verbs. I can use speech marks and other punctuation when I am writing speech. I can use possessive apostrophes in words with irregular plurals. 	Y4 <ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use standard forms of verbs. I can use a and an correctly.
	Y5 <ul style="list-style-type: none"> I can write complex sentences with relative clauses starting with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> or <i>that</i>. I can use commas within a sentence to ensure meaning is clear. 	Y5 <ul style="list-style-type: none"> I can write complex sentences with relative clauses starting with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> or <i>that</i>. I can use commas within a sentence to ensure meaning is clear. 	Y5 <ul style="list-style-type: none"> I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. I can use commas within a sentence to ensure meaning is clear. I can use ellipsis in an appropriate way in my writing. 		Y5 <ul style="list-style-type: none"> I can write complex sentences with relative clauses starting with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> or <i>that</i>. I can use modal verbs and adverbs to show a range of possibility. I can use present perfect verbs to show relationships between time and cause. I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. I can use commas within a sentence to ensure meaning is clear. I can use ellipsis in an appropriate way in my writing. I can use modal verbs and adverbs to show a range of possibility. I can use present perfect verbs to show relationships between time and cause. 	Y5 <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can write complex sentences with relative clauses starting with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> or <i>that</i>. I can use modal verbs and adverbs to show a range of possibility. I can use present perfect verbs to show relationships between time and cause. I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. I can use commas within a sentence to ensure meaning is clear. I can use ellipsis in an appropriate way in my writing. I can use modal verbs and adverbs to show a range of possibility. I can use present perfect verbs to show relationships between time and cause.
					Y5 <ul style="list-style-type: none"> I can write complex sentences with relative clauses starting with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> or <i>that</i>. I can use modal verbs and adverbs to show a range of possibility. I can use ellipsis in an appropriate way in my writing. I can use a passive voice appropriately in my writing. I can use adverbials to build cohesion in a paragraph. I can use semi-colons, colons and dashes to mark independent clauses in a sentence. I can use hyphens to avoid confusion. I can use longer noun phrases. I can use a colon to introduce a list and semi-colons within a list. I can use past perfect verbs to show relationships between time and cause. I can identify and use the subjunctive mood. 	

Spelling	<p>Y4</p> <ul style="list-style-type: none"> Unit 1 adding the prefix mis- and revising un-, in-, dis- Unit 2 words ending in zhuh, spelt –sure Special focus The short u sound spelt ou Revision <p>Y5</p> <ul style="list-style-type: none"> Unit 1 words with silent letter b Special focus words that contain the letter string ough Unit 2 words ending in-ible Unit 3 Words ending able Revision 	<p>Y4</p> <ul style="list-style-type: none"> Unit 3 adding the prefix auto- Unit 4 adding the suffix –ly Unit 5 adding the prefix inter- Special focus Homophones Revision <p>Y5</p> <ul style="list-style-type: none"> Special focus orange words Unit 4 words with a silent letter t Special focus orange words Unit 5 words ending – ibly, -ably Revision 	<p>Y4</p> <ul style="list-style-type: none"> Unit 6 words with the ay sound spelt eigh, ei, ey Unit 7 words ending with –ous Unit 8 Words with s sound spelt sc <p>Y5</p> <ul style="list-style-type: none"> Unit 6 words ending in – ent Special focus orange words Unit 7 words ending in – ence Special focus orange words Revision 	<p>Y4</p> <ul style="list-style-type: none"> Unit 9 words ending with zhun spelt sion Unit 10 Adding il and revising un-, in-, mis-, dis- Unit 11 The c sound spelt – que and the g sound spelt – gue Special focus Homophones Revision <p>Y5</p> <ul style="list-style-type: none"> Unit 8 the ee sound spelt ei Special focus homophones and other words that are often confused Uit 9 words ending in – ant, -ance and – ancy Special focus orange words Revision 	<p>Y4</p> <ul style="list-style-type: none"> Unit 12 adding ir- to words beginning with r Unit 13 adding the suffix –ion Unit 14 adding the suffix –ion Revision <p>Y5</p> <ul style="list-style-type: none"> Unit 10 words ending shus spelt –cious Special focus orange words Unit 11 words ending in shus spelt –tious Special focus orange words Unit 12 words endingin shul spelt cial or –tial 	<p>Y4</p> <ul style="list-style-type: none"> Revision assessment <p>Y 5</p> <ul style="list-style-type: none"> Revision Assessment
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History		
Term 1	Learning Objectives linked to Outcomes	History Outcomes Y3/Y4
Prehistory		
<i>How did daily life change from Stone Age to Iron Age?</i>		
<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Changes in Britain from the Stone Age to the Iron Age. <p>Vocabulary Stone, bronze, Iron Age, invasion, tribe, centurion, settlers</p> <p>Cross curriculum Links</p> <p>Geography I can identify locations on a map</p> <p>Art</p> <p>Keevil Characteristics See below.</p>		
Term 2		
Invaders and Settlers		
<i>Who has made Britain their home?</i>		
Emphasis on study of Roman Britain		
Term 4 EXTENSION		
Invaders and Settlers		
<i>Who has made Britain their home?</i>		
linked to Legend writing and reading Beowulf in English		
Emphasis on study of Anglo-Saxon settlement of Britain		
<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p>Vocabulary</p> <p>Cross curriculum Links</p> <p>Geography I can identify locations on a map</p> <p>Art I can make a mosaic</p> <p>Keevil Characteristics Many of the tasks related to history involve finding out with others therefore, <u>teamwork</u> and good <u>communication</u> are key. The children will also have to be <u>diligent</u> when recording their findings to write clearly.</p>		

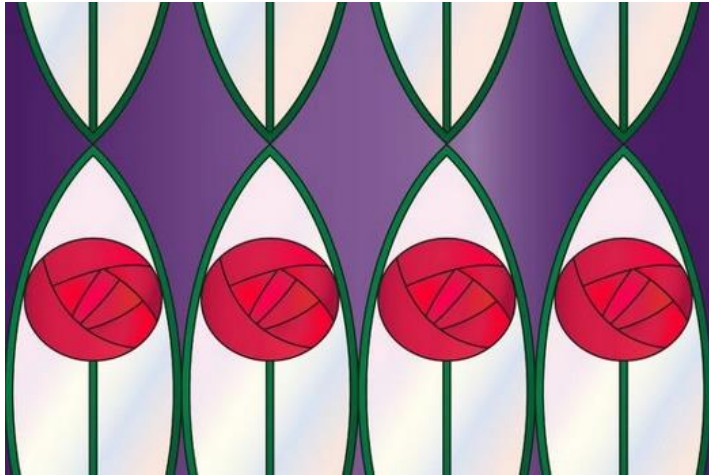
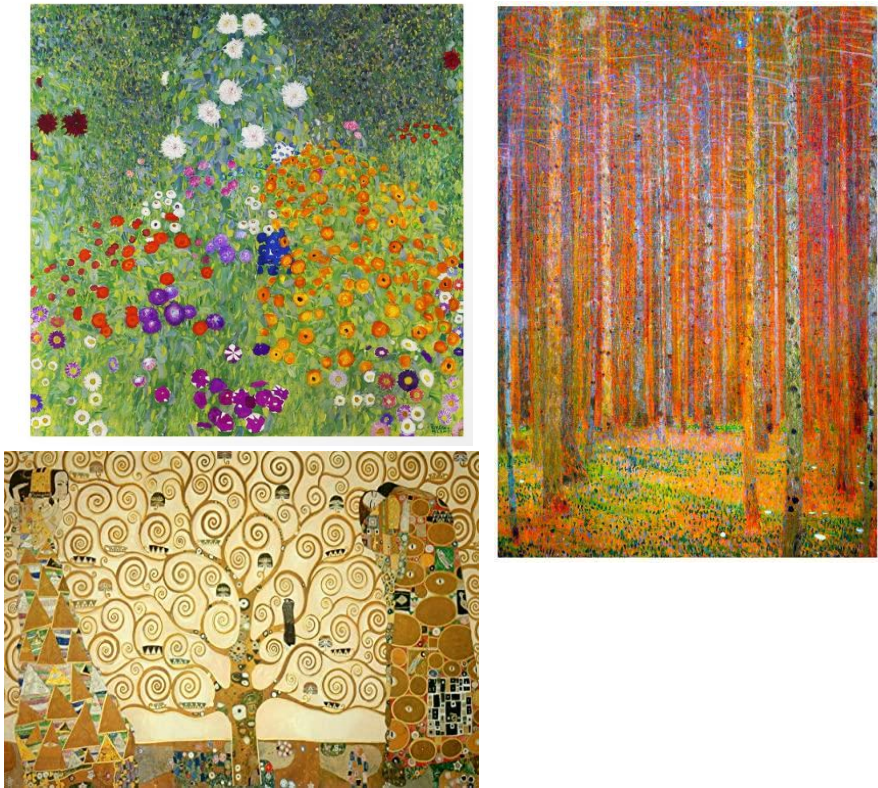
Geography		
Term 3 and 4 European Comparison <i>How are European countries the same and different from each other?</i>	Learning Objectives linked to Outcomes	Geography Outcomes Y3/Y4
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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>Vocabulary Europe, physical, human features, comparison,</p> <p>Cross curriculum Links History Art Sketching maps with a key English Explanation texts</p> <p>Keevil Characteristics Plan and write a geographical guide to Keevil/ Steeple Ashton Children <u>learn</u> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <u>communication</u> through demonstrating good listening and speaking skills. Children show <u>team work</u> when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their <u>resilience</u> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <u>problem solving</u> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <u>diligence</u> by producing work and displaying their findings to the best of their ability.</p>	<p>1,2,3,4,5, 6,7,8,9</p> <ul style="list-style-type: none"> I can use my own prior knowledge and ideas about Europe I can develop a list of questions about Europe I can view photos of Europe to determine if the photos match their own ideas about Europe I can search for geographic clues within photos to learn more about the subjects shown I can examine the shape of a selected country in Europe I can analyse the influence that shape may have on the human activities within the country <p>https://www.nationalgeographic.org/lesson/gathering-ideas-about-europe/</p>	<ol style="list-style-type: none"> Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps. Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of Europe. Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle. Describe and understand human geography including: types of settlement and land use. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Learn the eight points of a compass, four-figure grid references.

Geography		
Term 6 EXTENSION linked to work in English – Pugs Of The Frozen North by Phillip Reeves <i>What is life like living within the Arctic circle (Greenland)?</i>	Learning Objectives linked to Outcomes	Geography Outcomes Y3/Y4
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Vocabulary Arctic, Antarctic, climate, physical, human features, comparison,</p> <p>Cross curriculum Links History Art creating a painting to reflect the cold English linked to Pug of the Frozen North</p> <p>Keevil Characteristics Plan and write a geographical guide to Keevil/ Steeple Ashton Children <u>learn</u> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <u>communication</u> through demonstrating good listening and speaking skills. Children show <u>team work</u> when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their <u>resilience</u> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <u>problem solving</u> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <u>diligence</u> by producing work and displaying their findings to the best of their ability.</p>	1,2,3,4,5,6,7,8,9 <ul style="list-style-type: none"> I can identify the coldest areas in the world and explain why they are so cold I can research what the difficulties of living in this environment might be I can investigate the animals live in this region and how they are adapted to the climate I can identify physical and human features of a location 	<ol style="list-style-type: none"> Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle. Describe and understand human geography including: types of settlement and land use. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Learn the eight points of a compass, four-figure grid references.

Art		
Term 6	Learning Objectives linked to Outcomes	Art Outcomes
<p>3D - Clay</p> <p><i>How can we use the earth beneath our feet to decorate our homes?</i></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</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>about great artists, architects and designers in history.</p> <p>Vocabulary Roll, smooth, slip, crosshatch, rolling pin</p> <p>Cross curriculum Links Science – plants and habitats Maths – measuring accurately</p> <p>Keevil Characteristics Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u></p>	<ul style="list-style-type: none"> I can research types of clay tiles and explain similarities and difference I can work to a design brief I can use my sketch book to plan my ideas I can roll and smooth soft clay I can mould my clay into a tile shape with my hands and a rolling pin I can use equipment correctly and carefully I can draw the outline of my design onto the tile with tools I can measure and cut accurately I can make my design 3D by pushing in the background I can paint my block once it has dried I can evaluate my work and suggest improvements <p>Natalie Blake</p> 	<p>Knowledge</p> <ol style="list-style-type: none"> Can discuss and describe well known artists work Explain how their work is similar and different Explain their reasons behind their choices <p>Drawing</p> <ol style="list-style-type: none"> Use small sketches to produce a final piece Use mirrors, viewfinders, magnifying glasses etc to aid observation Write an explanation of their sketch Explain why they have chosen specific materials to draw with <p>Painting</p> <ol style="list-style-type: none"> Select an appropriate brush type, size and style depending on the task Can mix colours with accuracy Use different brushes for different effects Mix and match colours for purposes (e.g. skin colours) Mix different thicknesses of paints <p>Clay</p> <ol style="list-style-type: none"> Look at the changes in clay as it dries Look at the work of other artists to generate ideas eg. Natalie Blake Begin to sculpt clay into other shapes



Art		
Term 1 EXTENSION	Learning Objectives linked to Outcomes	Art Outcomes
<div><p>Drawing</p><p><i>Can I draw what I see?</i></p></div> <div><p>to create sketch books to record their observations and use them to review and revisit ideas</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>about great artists, architects and designers in history.</p></div> <div><p>Vocabulary</p><p>Har, soft, texture, shade, tone</p></div> <div><p>Cross curriculum Links</p></div> <div><p>Keevil Characteristics</p><p>Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u></p></div>	<div><ul style="list-style-type: none">• I can explore mark making with a variety of materials• I can practice techniques to improve my drawing skills• I can use a variety of techniques to create texture• I can use my sketch book to record my ideas• explore ideas from first-hand observations;• question and make observations about starting points, and respond positively to suggestions;• adapt and refine ideas;• experiment with showing line, tone and texture with different hardness of pencils;• use different materials to draw, e.g. pastels, chalk, felt tips;• show an awareness of space when drawing;</div> <div><p>Vincent Van Gogh</p></div>	<div><p>Drawing</p><ol style="list-style-type: none">1. Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)2. Show facial expression in their drawing3. Use small sketches to produce a final piece4. Write an explanation of their sketch5. Use shading to create tone6. Use different pressures to create hard and soft lines7. Draw demonstrating an understanding of line, tone, scale, texture and depth8. Use mirrors, viewfinders, magnifying glasses etc to aid observation9. Begin to show facial expression and body language in their drawings10. Show reflections11. Explain why they have chosen specific materials to draw with</div>

Art		
Term 3 EXTENSION	Learning Objectives linked to Outcomes	Art Outcomes
<p>Painting and Printing</p> <p>Linked to work in Geography studying Europe</p> <p><i>How are the works of Charles Rennie Mackintosh and Gustav Klimt similar and different?</i></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</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>about great artists, architects and designers in history.</p> <p>Vocabulary</p> <p>Cross curriculum Links Geography – European study</p> <p>Keevil Characteristics Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u></p>	<ul style="list-style-type: none">• I can plan a design• I can work in mixed medium• I can cut a block for printing• I can consider colour choice• I can make a two layer print• I can evaluate my work and suggest improvements <p>Charles Rennie Mackintosh</p>  <p>Gustav Klimt</p> 	<p>Knowledge</p> <ol style="list-style-type: none">1. Compare different artists of the same style2. Explore work from different cultures and time periods3. Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling4. Can discuss and describe well known artists work5. Explain how their work is similar and different6. Explain their reasons behind their choices7. Explain art from other periods of history <p>Painting</p> <ol style="list-style-type: none">8. Select an appropriate brush type, size and style depending on the task9. Can mix colours with accuracy10. Know where the colours are on the colour wheel (primary and secondary)11. Create a background using a wash12. Use different brushes for different effects13. Explore links between colours and feelings14. Use artists’ work as a starting point and create work in the style of different artists15. look at and make paintings with background, foreground and middleground and use perspective16. Create moods in their paintings17. Use shading in their painting to create feelings18. Mix and match colours for purposes (e.g. skin colours)19. Mix different thicknesses of paints <p>Printing</p> <ol style="list-style-type: none">20. Make and print card blocks in 2 colours21. Make texture blocks and print (sponge rollers)22. Can print using 4 colours23. Can create accurate print design

Design and Technology		
Term 2 EXTENSION	Learning Objectives linked to Outcomes	
DT Outcomes		
<p>Torches</p> <p>Linked to work in Science on Electricity</p> <p><i>How can we link science and design?</i></p> <p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components (including construction materials) according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Vocabulary torch, flashing LED (light emitting diode), series circuit, parallel circuit, bulb holder, buzzer,</p> <p>Cross curriculum Links Art can design and create a surround for the torch Science link to electricity English write explanation texts to explain how the torch works</p> <p>Keevil Characteristics Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.</p>	<ul style="list-style-type: none"> I can use appropriate vocabulary to describe how things work I can explore electrical circuits and describe how they work I can investigate products I can relate the way things work to their intended purpose I can use appropriate technical vocabulary to describe materials and mechanisms I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways I can evaluate my design ideas as these develop, indicating ways of improving them I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques I can join and combine materials and components accurately in temporary and permanent ways 	<p>Technical Knowledge</p> <ol style="list-style-type: none"> about the simple working characteristics of materials and components how simple electrical circuits and components can be used to create functional products how to make strong, stiff shell structures how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> beginning to explore how products have been created design products that have a clear purpose and an intended user with support make simple diagrams to show a design develop design criteria with a group generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate their ideas <p>Make</p> <ol style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics cut safely using tools provided begin to create products using electrical mechanisms begin to refine the design as work progresses begin to choose the right materials for making a product according to the properties needed follow procedures for safety and hygiene measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design <p>Evaluate</p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved
	<p>https://www.voltpaperscissors.com/paper-torch</p>	

Design and Technology		
Term 5	Learning Objectives linked to Outcomes	
DT Outcomes		
<p>Pizza</p> <p><i>What flavours create the perfect pizza topping?</i></p> <p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components (including construction materials) according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Vocabulary Olives, mozzarella, ham, pineapple, packaging, triangular prism, sections, degrees Celsius,</p> <p>Cross curriculum Links Geography finding where pizza/ingredients originate on maps Art can design and create a package for the pizza Science changing materials English write instructions Maths – shapes and fraction</p> <p>Keevil Characteristics Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.</p>	<ul style="list-style-type: none"> I can work to a design brief I can research products I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques I can join and combine materials and components accurately in temporary and permanent ways I can sample foodstuffs to compare tastes I can follow a recipe I can work safely I can make the pizza look good 	<p>Technical Knowledge</p> <ol style="list-style-type: none"> that food ingredients can be fresh, pre-cooked and processed how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that ingredients can be combined and mixed to create more useful characteristics that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world choose the right ingredients for a product Explain what to do to be hygienic and safe use equipment safely make sure that my product looks attractive describe how my combined ingredients come together that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate that to be active and healthy, food and drink are needed to provide energy for the body how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>Design</p> <ol style="list-style-type: none"> show that a design meets a range of requirements put together a plan which shows the equipment and tools needed describe a design using an accurately labelled diagram generate realistic ideas, focusing on the needs of the user make design decisions that take account of the availability of resources generate ideas, considering the purposes for which they are designing make labelled drawings from different views showing specific features develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail evaluate products and identify criteria that can be used for their own designs <p>Make</p> <ol style="list-style-type: none"> design meets a range of requirements put together a plan which shows the equipment and tools needed describe a design using an accurately labelled diagram select appropriate tools and techniques for making their product measure and prepare a range of ingredients, using appropriate tools, equipment and techniques <p>Evaluate</p> <ol style="list-style-type: none"> look at products and talk about how they work practise my evaluation skills by evaluating existing products refer to their design criteria as they design and make use their design criteria to evaluate their completed products identify the strengths and areas for development in their ideas and products consider the views of others, including intended users, to improve their work

Computing		
Term 5	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Programming (code.org Course II) <i>How do we instruct computers?</i></p> <p>design, write and debug 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> <p>Vocabulary Algorithm, program, programming, bug, debug. Loop, event, command, repeat, while loop, conditionals, binary</p> <p>Cross curriculum Links</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can reframe a sequence of steps as an encoded program I can explain constraints of translating problems from human language to machine language I can order movement commands as sequential steps in a program. I can modify an existing program to solve errors. I can break down a long sequence of instructions into the largest repeatable sequence. I can identify actions that correlate to input events. I can create an interactive game using sequence and event-handlers. I can share a creative artefact with other students. Construct a program using structures that repeat areas of code Improve existing code by finding areas of repetition and moving them into looping structures I can use an efficient procedure to simplify a program. I can use a sensor to detect a change which can select an action within my program. I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I recognise that an algorithm will help me to sequence more complex programs. 	<ol style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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. 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



Computing		
Term 1 EXTENSION	Learning Objectives linked to Outcomes	Computing Outcomes
<p>E-safety</p> <p><i>Why do I need to think about how I behave on-line?</i></p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Vocabulary Chat rooms, cyberbullying, spam, block, Instagram, password, internet, viruses,</p> <p>Cross curriculum Links PSHE – Digital Safety</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> • I choose a secure password when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I can help my friends make good choices about the time they spend online. • I comment positively and respectfully online. <ul style="list-style-type: none"> • I know that anything I post online can be seen by others. • I use the safety features of websites as well as reporting concerns to an adult. • I choose websites and games that are appropriate for my age. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. 	<ol style="list-style-type: none"> 1. Use technology safely and respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 2. Children understand how they can use the internet safely for research and by following lines of enquiry 3. Know how to guard against giving out personal information 4. Know what to do if they are affected by cyber bullying 5. Use digital etiquette when communicating on-line 6. Children understand that good online research involves processing the information (rather than copying) and interpreting it for others. 7. Children recognise issues of copyright and the importance of acknowledging sources

Computing		
Term 4 EXTENSION	Learning Objectives linked to Outcomes	
<p>Digital Literacy (Publisher; Powerpoint) <i>How can I use computers to help me learn in different subjects?</i></p> <p>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> <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) 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> <p>Vocabulary Publisher, PowerPoint, word, format, image, cut and paste, font, spellchecker, shift, internet, keywords</p> <p>Cross curriculum Links English, History, geography – use for presenting information, researching topic and for sharing knowledge</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> • I can open a new or saved document • I can set up page orientation and margins • I can save work • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can use images from the web • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work. • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. 	
	<p>Computing Outcomes</p> <ol style="list-style-type: none"> 1. Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. 2. Selects a variety of software to accomplish given goals 3. Selects, uses and combines internet services 4. Analyses and evaluates information 5. Collects and presents data 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Presenting information <ul style="list-style-type: none"> • PowerPoint slides • Master slides • Transitions and animations • Presentations on topics etc. 	



Computing		
Term 6	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Creativity/Graphics (Images and Animation) <i>How can we edit and improve our images?</i></p> <p>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> <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) 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> <p>Vocabulary Photography Edit Manipulate Image Flower Identify Stop motion Animation Time lapse Drawing tools Introductions Credits Captions Display Share</p> <p>Cross curriculum Links Science plants and plant classification Art improving and creating images</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can explain what animation is I can identify the features of 2animate I can create an animation I can transfer from 1 program to another I can add an opening introductions, credits, sounds and captions throughout the film. I can import images and save them I can edit images 	<ol style="list-style-type: none"> Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. Selects a variety of software to accomplish given goals Selects, uses and combines internet services Analyses and evaluates information Collects and presents data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Art and Design <ul style="list-style-type: none"> Natural Revelation art and Publisher to extend art concepts and enhance presentation 2Animate

[illegible]

[illegible]

PE	Gymnastics	Gymnastics	Swimming Netball	Swimming Football	Athletics	Rounders
	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. Pass – chest, shoulder, bounce Receive Creating space Intercepting Defending Marking Shooting Footwork Rules of game Tactics and positions <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. Pass Receive Dribble Creating shooting opportunities Shooting Defending Marking Rules of game Tactics Officiating games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Sprinting Race technique Relay running Throwing for distance - shotput Hurdles <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Throwing – underarm Throwing – overarm Bowling Catching Striking Tactics Working as a team Positions <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Keevil Characteristics	Resilience, diligence and learning skills are important when either learning to swim or improving swimming skills	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities



PSHE	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Digital safety	Communities	Money	Relationships - Family	Keeping Healthy	Growing Up (RSE)
	<ul style="list-style-type: none"> safety online(including social media, the responsible use of ICT and mobile phones) the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online) 	<ul style="list-style-type: none"> to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view COMMUNICATION what being part of a community means, and about the varied institutions that support communities locally and nationally to think about the lives of people living in other places, and people with different values and customs 	<ul style="list-style-type: none"> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer that resources can be allocated in different ways and that these economic choices affect individuals to understand how a simple bank account works to understand about cash-less money 	<ul style="list-style-type: none"> that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. identify the qualities of positive friendships and family relationships. explain how friends and family show they value and care for each other. describe what is most important in a family relationship. recognise that family relationships may change for different reasons and how to manage this. 	<ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) RESILIENCE to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet what is meant by the term 'habit' and why habits can be hard to change 	<ul style="list-style-type: none"> how their body will, and emotions may, change as they approach and move through puberty about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact to be aware of different types of relationship, including those between acquaintances, friends, relatives and families <p>Coram Life Education (partners for delivering RSE) YEAR 4 The learners will be able to:</p> <ul style="list-style-type: none"> List a range of feelings Name the external sexual body parts of both a male and female body Name parts of the reproductive organs of a male and female
Keevil Characteristics	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.
	<p>How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above.</p> <p>One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.</p>					