

**KS2 (Y4) Subject Planning Overview**

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| **Subject Area** | **Autumn 1** | **Autumn 2** | | | | **Spring 1** | **Spring 2** | | | | | **Summer 1** | | **Summer 2** | | |
| **Topic** | **Habitats and Jungle Book** | **Romans** | | | | **Electricity- Narnia** | **Volcanoes** | | | | | **The Victorians** | | **Water** | | |
| **Key Texts** | Jungle Book | Escape From Pompeii | | | | Narnia | Pegasus and the Rise of the Titans | | | | | Chimney Child | | Way Home | | |
| **English**  ***Genres*** | Narrative  Reports  Poetry appreciation | Story Settings  Non-chronological Reports  Learn by Heart and perform poems | | | | Narrative  Persuasion  Haiku, tanka, Kennings and Cinquain | Myths and Legends  Persuasion  Riddles | | | | | Play scripts  Discussion –summarising reasons in a letter  Writing own Poetry | | Mystery’s  Explanation  Learn by heart and perform own poems | | |
| **English**  ***Skills*** | Reading: apply knowledge to read and understand new words; read further ‘exception ‘ words; listen to and discuss a range of fiction, poetry, plays and non-fiction; read books structured in different ways and for a range of purposes; use dictionaries to check meaning; read a wide range of texts, identifying themes and conventions, and retelling some orally; discuss interesting words/phrases; check own understanding of reading, ask questions to improve understanding; draw inferences and make predictions; identify and summarise main ideas; identify how language, structure and presentation  contribute to meaning; discuss reading with others. | | | | | | | | | | | | | | | |
| Writing: spell words with prefixes and suffixes, homophones and commonly misspelt words; us e possessive apostrophes with plurals; use a dictionary to check spellings; write simple dictated sentences; increase legibility, consistency and quality of handwriting, use joins appropriately; prepare to write by studying existing texts, discussing ideas, recording ideas, rehearsing sentences orally, building up vocabulary and a range of sentence structures; assess effectiveness of own and others’ writing to propose changes to improve consistency; proofread spelling and punctuation;, read own writing aloud; use a range of connectives, present perfect tense and nouns/pronouns appropriately; use and punctuate fronted adverbial and direct speech; learn and  use grammar and terminology in Appendix 2. | | | | | | | | | | | | | | | |
| Spoken Language: listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe, explain and  narrate for different purpose, express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and  fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested;  explore different viewpoints; communicate effectively using appropriate register | | | | | | | | | | | | | | | |
| **Maths – Y4**  *Key objectives* | Number – place value   * Count in multiples of 6, 7, 9. 25 and 1000. * Find 1000 more or less than a given number. * Count backwards through zero to include negative numbers. * Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) * Order and compare numbers beyond 1000. * Identify, represent and estimate numbers using different representations. * Round any number to the nearest 10, 100 or 1000. * Solve number and practical problems that involve all of the above and with increasingly large positive numbers. * Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.   Number- addition and subtraction   * Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. * Estimate and use inverse operations to check answers to a calculation. * Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.   Number – multiplication and division   * Recall and use multiplication and division facts for multiplication tables up to 12 x 12. * Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. * Recognise and use factor pairs and commutativity in mental calculations. * Multiply two digit and three digit numbers by a one digit number using formal written layout. * Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.   Measurement- Area   * Find the area of rectilinear shapes by counting squares. | | | | | Fractions   * Recognise and show, using diagrams, families of common equivalent fractions. * Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. * Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. * Add and subtract fractions with the same denominator.   Time   * Convert between different units of measure eg hour to minute. * Read, write & convert time between analogue and digital 12 and 14 hour clocks. * Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days   Decimals   * Recognise and write decimal equivalents of any number of tenths or hundredths. * Recognise and write decimal equivalents to ¼, ½, ¾ * Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths * Round decimals with one decimal place to the nearest whole number. * Compare numbers with the same number of decimal places up to two decimal places.   Measurement- Money   * Solve simple measure and money problems involving fractions and decimals to two decimal places.   Estimate, compare and calculate different measures, including money in pounds and pence. | | | | | | Measures: Perimeter and Length   * Convert between different units of measure eg kilometre to metre. * Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and M.   Geometry: Angles   * Identify acute and obtuse angles and compare and order angles up to two right angles by size.   Geometry: Shape and symmetry   * Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. * Identify lines of symmetry in 2D shapes presented in different orientations. * Complete a simple symmetric figure with respect to a specific line of symmetry.   Geometry- Position and Direction   * Describe positions on a 2D grid as coordinates in the first quadrant. * Describe movements between positions as translations of a given unit to the left/ right and up/ down. * Plot specified points and draw sides to complete a given polygon.   Statistics   * Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. * Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.   Measurement: Area and Perimeter   * Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres * Convert between different units of measure [for example, kilometre to metre]   Find the area of rectilinear shapes by counting squares. | | | | |
| **Science**  ***Programme of study***  ***Investigations*** | **LIVING THINGS AND THEIR HABITATS**   * I can recognise that living things can be grouped in a variety of ways * I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * I can recognise that environments can change and that this can sometimes pose dangers to living things.   Investigation – Where is a worms perfect home? (Spellbound – happy homes)  Statistics  Measures | **ANIMALS INCLUDING HUMANS**   * I can constuct and interpret a variety of food chains, identify producers predators and prey. * I can identify the different types of teeth in humans and their simple functions. * I know how to look after teeth. * I can describe the basic parts of the digestive system in humans. * I can describe the simple functions of basic parts of the digestive system in humans. * Investigation – What effect do fizzy drinks have on your teeth? | | | | **ELECTRICTY**  •I can identify common appliances that run on electricity  •I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  •I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  •I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  •I can recognise some common conductors and insulators, and associate metals with being good conductors  Investigation – What materials best make a circuit? (spellbound-curious circuits)  Statistics and measures | **STATES OF MATTER**   * I can compare and group materials together, according to whether they are solids, liquids or gases * I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.   Investigation – What effect will fizzy drinks have on raisins?  Measure | | | | | **Famous Scientists**  **SOUND AS VIBRATION**  •I can identify how sounds are made, associating some of them with something vibrating  •I can recognise that vibrations from sounds travel through a medium to the ear  •I can find patterns between the pitch of a sound and features of the object that produced it  •I can find patterns between the volume of a sound and the strength of the vibrations that produced it  •I can recognise that sounds get fainter as the distance from the sound source increases  Investigation – What will happen when you blow across a taller/shorter bottle?  What happens when you hit a tuning folk and put it into water?  Measure and statistics | | | | |
| **Art & Design** | Improve mastery of techniques such as drawing and painting. | 3D sculptures and collages.  Christmas activities | | | | Pencil sketches of the Iron Giant. Use different pencils to show line, tone and texture. Sketch lightly and use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. | Look at famous artists – Explore William Turner’s Mount Vesuvius in Eruption. Look at the texture clouor and mood. | | | | | William Morris silk panel designs. Use precise repeating patterns to create their own design in the style of William Morris. Study William Morris and talk about his work using visual language. Use fabric paint or fabric pens to put designs onto material.  Sculpture Modroc busts. Create and combine shapes to form a recognisable bust. Include texture that conveys feelings and expression. Add materials to provide interesting detail. | | Digital Media Art  Create images, video and sound recordings and explain why they were created. | | |
| **Computing** | E-safety   * Pupils will be able to demonstrate the importance of keeping personal information private. * Pupils will learn the importance of using and keeping safe their passwords.   SMART crew  Creators   * Pupils will collect and analyse and present data accurately. * Pupils will use and combine a variety of software to design and create digital and printed media. (Avery)   Scientists   * Pupils will be able to write a procedure that instructs the turtle to draw a flower. (Turtle) * Pupils will explain how algorithms work and will be able to detect errors. (scratch) | | | | | E-safety   * Pupils will understand plagiarism. (SMART crew)   Creators   * Pupils will use and combine a variety of software to design and create digital and printed media. (Avery) * Pupils will recognise and use good features of digital presentation. (Based on e-safety or Volcanoes)   Scientists   * Pupils will be able to use repeat procedures in their programs. | | | | | | E-safety   * Pupils will know what spam is and how to deal with it. SMART CREW   Creators   * Pupils will be able to make simple edits to a film. (Link to leavers assembly)   Scientist   * Pupils will apply their knowledge of the importance of accuracy when giving instructions (Scratch) | | | | |
| **Design & Technology** | Designing and making own habitat.  measures | | Measure and join materials. Making and designing roman shoes using textiles and stitching.  Savory foods linked to digestion, poly tunnel, teeth.  Measure and geometry | | | Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Create series and parallel circuits, deciding which would be the best to incorporate into their product. Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). | | | | | | Design and make Victorian style instruments. Look at Victorian instruments and their designers, Talk about how the design could be improved. Create an annotated design of their own instrument, giving reasons for their choices. Create a prototype, evaluate their design and make improvements throughout the making process. Select own resources and apply appropriate cutting, shaping and joining techniques. Measure materials accurately to the nearest millimetre.  Measure and geometry | | Design and make own water collector.  measure | | |
| **Geography** | Name and locate the countries of Europe and identify their main physical and human characteristics.  Explain own views about locations, giving reasons. Comparing England to America (North and South). Where would your preferred place be to live? Why? Give opinions and reasons. Research.  Use a range of resources to identify the key physical and human features of a location. Looking and different physical features of the habitats, have the human-made features made an impact? Is it a positive or negative impact? Why? Etc.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Children are to locate and describe Australia, America and England,  Coordinates | | Children to look at how schools and this school have changed over time.-children to look at how not many Romans went to school, what were the schools like? Who went to school? Similarities and differences between then and now.  Time | | | Sustainable energy.  Children are to locate sustainable energy farms. Watch digital clips/observe photographic sources of a range of sustainable energy sources: tidal power, solar energy, wind energy. To ask and answer questions about the physical and human characteristics of sustainable energy.  To use maps, atlases, globes and digital/computer mapping. Children are to locate countries where sustainable energy farms are located. To explain own views about locations of sustainable energy farms, giving reasons.  To describe key aspects of the physical and human geography of sustainable energy.  Iron man (from autumn term) link- Australia  Use maps, atlases, globes and digital/computer mapping to locate Australia.  Use a range of resources to identify the key physical and human features of Australia. | Physical features  Children will look at rivers, mountains, volcanoes, and earthquakes and the water cycle.  Name and locate the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Arctic and Antarctic Circle and the date time zones.- Children to look at where volcanoes are why they happen, looking at the equator.  Coordinates | | | | | Victorian Scotland.  To ask and answer questions about physical and human features of Scotland.  To use globes, maps, and plans to locate Scotland.  To identify human and physical characteristics of Scotland e.g. mountains, rivers, hill, highlands, etc.  .  To describe aspects of physical and human geography in Scotland.  To consider land use in Scotland e.g. coal mining. | | Name and locate the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Arctic and Antarctic Circle and the date time zones.- Children will look at oceans and where the different time zones are  Use the 8 points of a compass, four figure grid references and key to communicate knowledge of the UK and the wider world- children to look at use of water and surrounding water/ oceans. | | |
| **History** | Habitats &  Narnia | | Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.Children will place important dates from Roman History onto a timeline. Use dates and the terms chronological order.  Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Visit to a museum/ Chester to examine Roman artefacts.  Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Children will present facts about what they have learnt about Romans in a variety of ways- fact pages, posters, booklets, word processed articles, comic life, power point presentations to show what the children have learnt  Suggest causes and consequences of some of the main events and changes in history. Discuss why the Roman’s invaded other countries and the reasons for this. What impact did this have? What was the Roman’s legacy? E.g. roads, buildings, democracy.  Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | | | Electricity \_ The Iron Giant | Volcanoes | | | | | Use evidence to ask questions and find answers to questions about the past. Victorian inventors- James Bateman, James Brindley.  Describe changes that have happened in the locality of the school throughout history. Children are to look at the local history, settlements, canals, silk and mining. Use dates and terms to describe events.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Children are to research Famous Victorians. Compare their attitudes, beliefs and way of life to ours today.  Understand the concept of change over time, representing this, along with evidence, on a time line. | | Place events, artefacts and historical figures on a time line using dates. Look at the development of water systems by the Romans e.g. Aquaducts.  Discuss the need for and development of sewage and water systems by the Victorians.  Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.Children are to present facts about what they have learnt about the history of water in a variety of ways- fact pages, posters, booklets, word processed articles, comic life to show what the children have learnt. | | |
| **MFL** | Rigolo Planning to be carried out.  Objectives that  Read aloud familiar words and phrases.  Read and understand short written phrases.  Write or copy everyday words correctly.  . To describe members of the class using the correct terminology and adjectives.  . To recnognise the different nationalities | | Our main focus is following the Rigolo scheme of work for KS2, the children will complete listen / respond tasks, learn new vocabulary and phrases and begin to write simple phrases.  In addition… Write short passages from memory with spelling that is readily understandable- children will create posters on a sport- they will label equipment that they will need and will then write full sentences about which is their favourite sport.  Understand the main points from spoken passage- children will be learn how to share what hobbies they like/ don’t like and will be able to listen to questions and will respond in full sentences about what sports they like. | | | Rigalo planning- Write a few short sentences using familiar expressions.  To speak confidently-  Video- ask and answer simple questions and talk about their interest- Je voudrais vivre- I would like to live…. Et toi- and u?  Children to discuss what they like and don’t like.  Children will then use dictionaries to look up new vocabulary. | Using Rigalo planning – To confidently speak and write about weather in different nationalities.  Children to be able to listen and give instuctions confidently.  Children will be able to recognise, read, pronounce and write numbers to 60  Children to understand some of the main cities in France and link to the volcanoes near. | | | | | Rigolo-  Write short passages from memory with spelling that is readily understandable.  Understand the main points from spoken passages.  Children will know how to recognise, read, write in full sentences and have opinions on what foods they would like.  Children will be able to recognise, read and respond about different activities in French. | | Rigalo-  Children to be able to recognise read and write about clothing, linking to their knowledge of colours.  Children will be able read and write phrases about the language I speak in French, including Do you speak French? | | |
| **Music** | To accurately describe and appraise music using key vocabulary (such as pitch, dynamics, tempo, lyrics, melody, harmonies, etc.)  Singing – to perform with expression (a solo or as part of an ensemble).  To perform  To transcribe  To describe music | | Understand the use and symbols for sharp and flat notes.  To understand the purpose of and identify time signatures.  Singing – Christmas performance.  To perform  To transcribe | | | To identify; beat, tempo, pitch and timbre in a range of musical contexts.  To understand the purpose of bass and treble clefs.  To perform  To describe music  To transcribe | To identify the beat of a tune.  To devise non-standard symbols to represent music and musical rests.  To compose  To transcribe  To describe music | | | | | Victorian music, listen and identify features. Describe music. Discuss effect of music on mood/feelings. Create own cries/songs to sell wares at market.  To perform  To compose  To describe music | | To recognise and read; the notes FACE and EGBDF on a musical stave, the length of and symbols for crotchet, minim and semibreve.  To play a repeating, rhythmic pattern.  To explore and understand the purpose of chords and the effect they have.  Singing – preparation for the leavers assembly.  To perform  To compose  To transcribe | | |
| **Physical Education** | GYMNASTICS  Children to perform actions, balances, body shapes and agilities with control.  Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement and adapt their own movements to include a partner in a sequence.  Understand that strength and suppleness can be improved.  Lead a partner through short warm-up routines.  Recognise criteria that lead to improvement, e.g. changing a level.  Watch, describe and suggest possible improvements to others’ performances and suggest improvements to their own performance. | | DANCE  Children to respond imaginatively to a range of stimuli related to character and narrative and use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.  Refine, repeat and remember dance phrases and dances; perform dances clearly and fluently.  Show sensitivity to the dance idea and the accompaniment and show a clear understanding of how to warm up and cool down safely.  Describe, interpret and evaluate dance, using appropriate language. | | | | | | STRIKING AND FIELDING –  Rounders  To use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy  Choose and vary skills and tactics to suit the situation in a game.  Carry out tactics successfully; set up small games.  Know rules and use them fairly to keep games going and explain what they need to do to get ready to play games.  Carry out warm ups with care and an awareness of what is happening to their bodies.  Describe what they and others do that is successful and suggest what needs practising. | ATHLETICS  Children to understand and demonstrate the difference between sprinting and running for sustained periods.  Know and demonstrate a range of throwing techniques and throw with some accuracy and power into a target area.  Perform a range of jumps, showing consistent technique and sometimes using a short run-up.  Play different roles in small groups.  Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.  Compare and contrast performances using appropriate language. | | | INVASION GAMES – Tag Rugby  Children to play games with some fluency and accuracy, using a range of throwing and catching techniques.  Find ways of attacking successfully when using other skills and use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.  Know the rules of the games and understand that they need to defend as well as attack.  Understand how strength, stamina and speed can be improved by playing invasion games.  Lead a partner through short warm-up routines; watch and describe others’ performances, as well as their own, and suggest practices that will help them and others to play better. | | | | |
| **Outdoor and adventurous activities: FOREST SCHOOL** Teamwork, using initiative and aware of weather changes and conditions | | |  | |  | |  | | | |  | |  | | |
| **SWIMMING** – Swim between 25 and 50 metres unaided, coordinate leg and arm movements and swim at the surface and below the surface. | | | | | | |
| **RE** | Explore Religious stories and teachings about the environment and identify their impact on behaviour.  Children to discuss what harvesting is and create a poster of what human beings need to survive.  Children to compare food sourced in the UK and overseas.  Children to role play the different types of people (those who need, those who have enough, those that have too much)  Children to discuss how god created the earth and placed humans in charge of animals and plants. Children to debate if we need to look after animals and plants.  Children to explore jewish festival of Sukkoth. Children to create a diary entry of a Jewish believer about how it helped them to feel closer to God.  Explore the Christian Harvest and a Lamas. Children to make bread to appreciate beginning of harvest in rural area.  ultimate questions may differ from those of others. | | | Investigate the importance for believers of ceremonies in which special moment in the life cycle are marked.  Children to discuss the different important stages of life. Children to create a timeline of their life and the important moments.  Children to look at Christenings and why they are important, creating an invitation.  Children to look at Bar Mitzvah and compare and contrast to christenings.  Children to explore how special events are held in different places they are held in. Children to create a road representing their life so far. | | LENT : Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.  Explore how people prepare for things.  Investigate lent and understand its origin.  Compare and contrast the difference between lent and Ramadan.  Children to create their own lent promise and track progress towards it. | | Judaism – Research some key events in the development of religious tradition and explain the impact on believers.  Explore the traditions of Judaism and the impact is has upon its believers.  Investigate the Shabbat at the synagogue and role play how people worship in this religion, identifying the impact upon its worshipers. Investigate the differences between the synagogue and church and how believers worship. Explore and identify the differences of worship at home, compared to that of the synagogue.  Children to create a fact file of understanding. | | | Identify some of the ways in which religions name and describe attributes of God and makes links with belief and practice.  Explore the importance of a name  Explore how Christians and Jewish people understand God and compare and contrast.  Children to create questions they would ask God and once they have reads the story behind the God, children to pick 4 words from story and create a picture to represent.  Children to label an image of each God and from each religion with the knowledge they now have.  Children to explore how Jewish people worship their God and contrast to how Christians worship (discuss) | | | | Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.  Discuss when people come together, children to role play different scenarios.  Children to explore how Christians worship and contrast to their knowledge of Judaism.  Children to research and produce a leaflet on either of the religions and how they worship.  Children to present their understanding. |
| **PSHCE**  ***Debate*** | Reviewing progress against objectives.  Identify a few areas for improvement.  Attempt to make improvements.  \*to reflect upon celebrate their achievements so far at school, identify their strengths, areas of improvement, set high aspirations and goals.  \*that differences and similarities between people arise from a number of factors i.e. family, ethnic, racial diversity, age, sex and disability.  \* to appreciate the range of national, regional, religious and ethnic identifies in the UK.  Identification of differences / similarities between people and how these can positively be built upon.  Debate: Should you be allowed to build houses on greenbelt land? | Resilience including constructively managing change.  Recognising and utilising strategies for managing pressure, persuasion and coercion.  Push past fears and reflect upon the emotions felt afterwards.  \*identify change, including transition, loss, separation and divorce.  \*to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help.  \*to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.  Christians were sent to the lions, is this right?  Debate: Should you fight for what you want? | | | Talk about new experience with others.  Self-regulation including managing strong emotions.  Team work including facilitation, constructive feedback and taking on different roles.  \*to deepen their understanding of risk by recognising, predicting and assessing risk in different situations and deciding how to manage them responsibly.  \* to recognise and respond appropriately to a wider range of feelings in others,  \*about the role money plays in their own and other’s lives, including how to manage their money.  \*to resolve different by looking at alternatives, seeing and respecting others’ point of view, making decisions and explain choices.  Creation of new year goals.  Faith in focus week.  Debate: Should people have no electricity? | | Think of the effect of behaviour on others before acting.  Evaluating social norms.  Recognising some of the common ways our brain tricks us.  \*strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online.  \*to recognise and manage ‘dares’.  \* why different rules are needed in different situations and how to take part in making and changing rules.  Bike safely course  Mobile phone and online safety.  <http://www.kidsmart.org.uk>  Debate: Should help be available after an eruption? | | | | | Gathering and using data.  Analysis ( including separating fact from opinion)  Drawing and defending conclusions using evidence and not just assertion.  \*to begin to understand the concept of a ‘balanced lifestyle’.  \*to show an ability 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 at times challenge their point of view.  \*to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.  Biddulph in Bloom link  Encourage the children to join clubs or groups.  Debate: Was it right that children were sent to work? | | Responding to the need for positive affirmation for self and others.  Describe the points of views of others.  Begin to understand why some activities feel uncomfortable.  \*to recognise their increasing independence brings increased responsibility to keep themselves and other safe.  \*to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise give rich and constructive feedback and support to befit others as well as themselves.  \* to begin to understand that everyone has human rights and that they are there to protect everyone.  SEAL – new beginnings  Debate: Should some children have no access to clean water? | | |