



**Year 4 Long Term Planning Overview**

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	What was the legacy of the Ancient Greeks?	What did the Ancient Greeks leave behind?	How does land use in Greece differ to England?	What mode of transport had the biggest impact?	Who were the Romans and what was their impact on Britain?	Is changing a natural environment a positive or negative choice?
Focus Text	Krindlekrax – Philip Ridley		Stig of the Dump – Clive King		The Miraculous Story of Edward Tulane – Kate DiCamillo	
Supporting Texts	The Invisible Boy – Trudy Ludwig Not Now Bernard – David McKee The Wolves in the Walls – Neil Gaiman The Enormous Crocodile – Roald Dahl		Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson & Kate Hindley Ug: Boy Genius of the Stone Age – Raymond Briggs		The Incredible Book-Eating Boy – Oliver Jeffers The Rainbow Fish - Marcus Pfister The Selfish Giant – Oscar Wilde The Bear and the Piano – David Litchfield The Giving Tree – Shel Silverstein Journey – Aaron Becker	
	<b>Non-Fiction</b> Interesting Facts about Crocodiles (SharePoint)	<b>Poetry</b> The River – Valerie Bloom Jabberwocky – Lewis Carroll A Monster’s Alphabet – Pie Corbett Please Mrs Butler – Allan Ahlberg The Dragon of Death (SharePoint) Walking with my Iguana – Brian Moses	<b>Non-Fiction</b> Skara Brae – Dawn Finch A Planet Full of Plastic – Neal Layton		<b>Non-Fiction</b> Ocean Liners – Titanic Extracts On Our Street: Our First Talk about Poverty – Epic	<b>Poetry</b> From a Railway Carriage – Robert Louis Stevenson
Immersive Environment	Greek Temple		Train Carriage / Station		Roman Settlement	
<b>CORE SUBJECTS</b>						
English (Talk 4 Writing)	<b>Fiction</b> Text: Elf Road Story Pattern: Portal Focus: Setting <b>Poetry Week</b> Theme: Refuge	<b>Fiction</b> Text: Adventure at Sandy Cove Story Pattern: Finding Tale Focus: Suspense <b>Non-Fiction</b> Text: Priceless Jewels Found! Text Type: 3 <sup>rd</sup> Person Newspaper Recount	<b>Non-Fiction</b> Text: The Multifunctional Mobile Phone Text Type: Persuasion <b>Invention Week</b> Text: Chinese New Year: Why Lunar New Year is the Most Important Chinese Holiday Text Type: Explanation	<b>Fiction</b> Text: Troll in the Dungeon Story Pattern: Overcoming the Monster Focus: Dialogue <b>Shakespeare Week</b> Text: How to Make a Love Potion Text Type: Instructions	<b>Fiction</b> Text: The Boy Who Flew Story Pattern: Warning Focus: Action <b>Non-Fiction</b> Text: Was Icarus Punished by Helios? Text Type: Discussion	<b>Fiction</b> Text: Ruin Story Pattern: Quest Focus: Setting / Openings & Endings <b>Invention Week</b> Text: Paris 2024 Olympics: A Fact File About (One of the Countries Taking Part in the Olympics) Text Type: Information
Maths	<b>Number:</b> Place Value <b>Number:</b> Addition & Subtraction <b>Measurement:</b> Area <b>Number:</b> Multiplication and Division		<b>Number:</b> Multiplication and Division <b>Measurement:</b> Length and Perimeter <b>Number:</b> Fractions <b>Number:</b> Decimals		<b>Number:</b> Decimals <b>Measurement:</b> Money <b>Measurement:</b> Time <b>Geometry:</b> Shape <b>Statistics</b> <b>Geometry:</b> Position and Direction	
<b>FOUNDATION SUBJECTS</b>						
Science	<b>Animals including Humans (1):</b>  <b>Key Questions:</b> What are the different functions of teeth? Do all animal’s teeth look the same? Why do we need to look after our teeth? How do we do this? What makes up the digestive system?  <b>Animals including Humans (2):</b>  <b>Key Questions:</b> What makes a food chain?  <b>Key Vocabulary:</b>		<b>States of Matter:</b>  <b>Key Questions:</b> What’s the matter? How can substances change state? How does water go around in circles?  <b>Scientists and Inventors Link:</b> Bernard Palissy Jan Baptist Van Helmont	<b>Electricity:</b>  <b>Key Questions:</b> What are electrical appliances? How can I make a complete circuit? How does a switch work? Which materials are conductors, and which are insulators?	<b>Sound:</b>  <b>Key Questions:</b> How are sounds made? How does sound travel? How can we change volume? How can we change pitch?  <b>Scientists and Inventors Link:</b> Evelyn Glennie	<b>Living Things and their Habitats:</b>  <b>Key Questions:</b> How do we group living things? How does a classification key group living things? How do humans have a negative effect on a habitat? How do humans have a positive effect on a habitat?



	<p>Canines, Digestion, Digestive System, Enamel, Enzymes, Incisors, Large Intestine, Molar, Mouth, Oesophagus, Plaque, Saliva, Small Intestine, Stomach, Consumer, Energy, Pesticide, Predator, Prey, Producer, Sun</p> <p><b>Scientists and Inventors Link:</b> William Beaumont</p>	<p><b>Key Vocabulary:</b> Compress, Condensation, Evaporation, Particles, Solidify, States of Matter, Vapour, Vibrate, Volume, Water Cycle</p>	<p>How can I make a switch to open and close a circuit?</p> <p><b>Book Link:</b> A Visitor's Guide to Ancient Greece</p> <p><b>Scientists and Inventors Link:</b> Joseph Swan</p> <p><b>Key Vocabulary:</b> Appliance, Battery, Bulb, Buzzer, Cell, Circuit, Components, Conductor, Insulator, Plug, Socket, Switch (Open and Closed), Wire</p>	<p><b>Key Vocabulary:</b> Decibels, Energy, Medium, Pitch, Sound, Sound Source, Sound Wave, Vibration, Volume</p>	<p><b>Book Link:</b> Close-Up Continents: Mapping North America</p> <p><b>Scientists and Inventors Link:</b> Greta Thunberg</p> <p><b>Key Vocabulary:</b> Characteristic, Classify, Classification Key, Marine, Negative, Positive, Wildfire</p>
<p>History</p>	<p><b>Ancient Greece:</b> <i>Life, Achievements, and its Legacy</i></p> <p><b>NC Links:</b> <i>Know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.</i></p> <p><b>Enquiry Questions:</b> <i>How can we find out about the civilisation of Ancient Greece?</i> Who were the Ancient Greeks? What do artefacts tell us about what life was like in Ancient Greece? What do archaeological sites tell us about what life was like in Ancient Greece? Can we learn anything from Greek myths and legends? What do we know about the achievements of Alexander the Great? What sources should we include in a museum display on the life and achievements of the Ancient Greeks?</p> <p><b>Can we thank the Ancient Greeks for anything in our lives today?</b> What are the similarities between our school and schools in Ancient Greece? What can we learn from our language about Ancient Greece? What do some of our buildings tell us about how we view Ancient Greece today? How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic Games changed since they were first held in Ancient Greece? Which is the most important legacy of the Ancient Greeks?</p> <p><b>Book Link:</b> A Visitor's Guide to Ancient Greece</p>		<p><b>Transport:</b> <i>Local History – A study of time reflected in the locality</i></p> <p><b>NC Links:</b> <i>A study over time tracing how several aspects of national history are reflected in the locality.</i> <i>A study of an aspect of history or a site beyond 1066 that is significant in the locality.</i></p> <p><b>Enquiry Questions:</b> <i>How did early transport hold back developments in the locality?</i> How many kinds of transport would there have been in the area long ago? Has transport always been the same in the past? What challenges might people in the past have had when using transport? Why did people not have better transport in the past?</p>	<p><b>Roman Britain</b> <i>The Roman Empire and its impact on Britain</i></p> <p><b>Enquiry Questions:</b> <i>When did the Romans invade and why?</i> Why did the Romans invade Britain? What kind of men could join the Roman Army? How do we know about life on Hadrian's Wall?</p> <p><i>Did the native Britons welcome or resist the Romans, and why?</i> Who was Boudicca and why do we remember her? What did Boudicca really look like?</p> <p><i>How did the Romans influence the culture of the people already here?</i> How did the Celtic people live? Why did the Romans build Hadrian's Wall in the north of England? What evidence did the artist use?</p> <p><b>Key Vocabulary:</b> Calendar, Worship, Chronological Order, Timeline, Conquer/Conquest,</p>	



					Law, Myth, Trade, Economy, Garrison, Sacrifice, Amulet, Javelin, Tunic, Archaeologist, Artefact, Tablet, Boudicca, Tribe, Resistance, Cavalry, Celts, Centurion, Dictatorship, Gladiator, Legion, Republic, Invasion, Rebellion, Gods, Baths, Citizen, Empire, Assassination, Latin, Etymology, Slave, Toga  <b>Book Link:</b> Everything: Romans in Britain
Geography			<p><b>Greece (Settlements and Land Use: European Country):</b>  <i>Global Geography – Regions, Human-Environment Interaction</i></p> <p><b>Key Questions:</b>                  Where in the world is Greece?                  What are biomes and how are they different?                  How are flora and fauna different in Greece and the UK?                  What are the vegetation belts and how are they different?                  Is land use in Greece similar to the UK?                  How do the physical features of Greece affect how the land use was used in the past?                  How does land use in Greece differ to England?</p> <p><b>Key Vocabulary:</b>                  Agricultural, Biomes, Commercial, Fauna, Flora, Land-Use, Lowlands, Mountainous, Northern Hemisphere, Recreational, River, Savannah, Settlements, Southern</p>	<p><b>Rivers and the Water Cycle:</b>  <i>British and Local Geography – Regions, Human-Environment</i></p> <p><b>Key Questions:</b>                  Why are we going around in circles?                  What are the key features of a river?                  How are rivers used?                  Land and water everywhere: How do they shape a place?</p> <p><b>Key Vocabulary:</b>                  Confluence, Lake, Mouth, Source, Stream, Tributary, Valley</p>	<p><b>North America:</b>  <i>Global Geography – Location and Place, Human-Environment Interaction</i></p> <p><b>Key Questions:</b>                  What countries are in North America?                  What is the difference between a country and a state?                  What different landmarks are there in North America?                  Where do people live in North America and why?                  What changes have humans made to Las Vegas?                  Is changing a natural environment a positive or negative choice?</p> <p><b>Key Vocabulary:</b>                  Country, Light Pollution, State, Tourism, Tourist, Employment, Population, 4-Figure Grid Reference, Colour-Coded Maps, Digital Mapping, Keys, Ordnance Survey Map</p> <p><b>Book Link:</b>                  Close-Up Continents: Mapping North America</p>



			Hemisphere, Temperate Deciduous Woodland, Temperate Grassland, Tundra, 4-Figure Grid Reference, Colour- Coded Maps, Digital Mapping, Keys, Ordnance Survey Map			
RE	<p><b><u>The Journey of Life and Death</u></b> <i>What do different people think about life after death, and why do some people think life is a journey?</i> Learn the key ways in which Christians, Hindus and Muslims see life as a journey.</p> <p>Learn to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating marriage, and funeral rituals.</p> <p>Learn about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven, and Hindu reincarnation and Moksha.</p> <p>Learn about non-religious views: Humanist commitment to 'the one life we have'.</p> <p><b>(Christianity, Hinduism, Islam, Humanism)</b></p> <p><b>Key Concepts and Words:</b> Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise</p>	<p><b><u>Spiritual Expression</u></b> <i>What part does dance play in religion and how does it show devotion to God/gods?</i> Learn dances the following dances: Hora (Jewish), a traditional Indian dance to celebrate Diwali (Hindu).</p> <p>Learn and gather information about why these dances are important and when they are performed.</p> <p>Compare the two dances with a ballroom dance and discuss how a non-religious dance can be spiritually stimulating.</p> <p>Learn and gather information about other religious dances.</p> <p><b>(Hinduism, Judaism, Non-religion)</b> <i>Learn a dance to celebrate Diwali</i> <i>Celebrate Christingle</i></p> <p><b>Key Concepts and Words:</b> Religion, spiritual, worship, devotion, belief, self-expression</p>	<p><b><u>Spiritual Expression</u></b> <i>What can we learn from music made for worship?</i> Be exposed to different examples of the music in the Christian community and explored in depth as forms of spiritual expression and worship.</p> <p>Gain knowledge about examples of music from Christianity including a Christmas carol, a famous hymn, the Hallelujah chorus, contemporary worship music and a Christian song for children.</p> <p>Compare the Christian music with a source of music that the children find spiritually interesting or inspiring.</p> <p><b>(Christianity and the idea of being 'spiritual' but 'non-religious')</b></p> <p><b>Key Concepts and Words:</b> Religion, Christianity, spiritual, worship, devotion, belief, self-expression</p>	<p><b><u>Symbols and Religious Expression</u></b> <i>How do people express the religious and spiritual ideas on pilgrimages?</i> Learn about pilgrimages and religious journeys to Mekkah (Muslim), Varanasi (Hindu) and the Holy Land (Christian).</p> <p>Learn details about and reasons for ritual and practice on pilgrimages.</p> <p>Reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</p> <p>Learn about local places of pilgrimage (Southwell Minster) and reflect upon what kind of pilgrimage it represents.</p> <p><b>(Islam, Hinduism, Christianity, non-religious worldviews)</b></p> <p><b>Key Concepts and Words:</b> Pilgrimages, Mekkah, Varanasi, Holy Land, Christian, Hindu, Muslim, ritual, practice, spiritual</p>	<p><b><u>Religion, Family, Community, Worship, Ways of Living</u></b> <i>How do Hindu families practice their faith?</i> Learn about Hindu worship and celebration, including information about stories of Rama and Sita, celebrations of Diwali and Dessehra in both India and the UK.</p> <p>Explore Hindu ideas about gods and goddesses, worship in the home and Mandir, and beliefs and values expressed in stories.</p> <p><b>(Hinduism)</b> <i>Visit a Mandir</i></p> <p><b>Key Concepts and Words:</b> Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Om symbol), community, commitment, values</p>	<p><b><u>Religion, Family, Worship, Ways of Living</u></b> <i>How do Muslim families practice their faith?</i> Learn about the place where Islam was founded and locate Mecca on a world map.</p> <p>Learn about the five main Muslim beliefs and ways in which families practice their faith.</p> <p>Learn about key parts of a mosque and recognise how different parts are important to the way Muslims worship.</p> <p>Learn about why the Quran is important to Muslims and understand the difficulty of memorising a long text by memorising and reciting a small section of the Quran in English.</p> <p><b>(Islam)</b></p> <p><b>Key Concepts and Words:</b> Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, church, commitment, values</p>



Art & Design		<p><b>Artist Focus:</b> George Segal</p> <p><b>Sculpture:</b> What are the elements of George Segal's sculptures? What is an armature and how is it used to create form? How can we attach Mod Roc to an armature? How can we use sculpture to depict a God? How can we use painting techniques to add detail to a sculpture?</p> <p><b>Key Vocabulary:</b> Additive, Armature, Binding, Form, Malleable, Modroc, Layering, Papier Mâché, Setting, Shaping, Soaking, Tearing, Wrapping</p>			<p><b>Artist Focus:</b> Exekias</p> <p><b>Printing:</b> How did Exekias use line and pattern in his paintings and how did this influence Roman pottery design? How can we print using ink and overlaying? How can we take inspiration from Exekias to depict the eruption of Mount Vesuvius? How can we combine printing and textiles to depict an event?</p> <p><b>Key Vocabulary:</b> Grooves, Poly-Block Printing, Repeated Pattern, Stencil, Decorations</p> <p><b>Book Link:</b> Everything: Romans in Britain</p>	
Design Technology	<p><b>Construction – Shell Structures:</b></p> <p><b>Key Questions:</b> What are shell structures? How can shell structures be joined? What is lamination, corrugation, and ribbing? How can we create an Ancient Greek ship (trireme) for an intended audience?</p> <p><b>Key Vocabulary:</b> 3-D, Corrugating, Deconstruct, Dome Structure, Flaps, Joining Tabs, Laminating, Net, Reinforce, Ribbing, Scoring, Shell-Structure</p> <p><b>Significant Individuals:</b> Robert Gair</p>			<p><b>Textiles – Handcrafted Mats (Pati):</b></p> <p><b>Key Questions:</b> What sewing skills can we use? What is a hem? What are gathers and knife pleats? How can we use our skills to create a textile?</p> <p><b>Key Vocabulary:</b> Annotated Sketches, Back Stitch, Catch Stitch, Fray, Gathering, Hem, Knife Pleat, Running Stitch, Seam</p> <p><b>Significant Individuals:</b> Ozward Boateng</p>		<p><b>Construction – Frame Structures:</b></p> <p><b>Key Questions:</b> How can a wooden frame be strengthened? Why are prototypes useful for designers? What different joints combine to make a product? How can we cut wood safely and accurately? How can we make a bug hotel?</p> <p><b>Key Vocabulary:</b> Annotated Sketch, Bench Hook, Butt Joint, Diagonal Brace, Frame, Gusset, Prototype</p> <p><b>Significant Individuals:</b> LaMarcus Adna Thompson</p>
Music	<p><b>Music Lessons:</b> Begin to play the E minor chord on different instruments. Be able to play the G major chord on different instruments. Work as a group to play a two-chord song. Begin to change between chords. Learn to play the C major chord on different instruments.</p>	<p><b>Music Lessons:</b> Learn to play the Am chord on different instruments. Know techniques to change between Am, C, Em and G chords. Play a three-chord song, including chord changes. Be able to change rhythms during a song. Begin to play a 4-chord song.</p>	<p><b>Music Lessons:</b> Begin to learn chords on different instruments (guitar, bass guitar, keyboard, ukulele) Play a variety of songs (starting with two chords and building up to four chord loops) Begin to develop Masters of Music Skills on different instruments</p>			



	<p>Know techniques to change between C, G and Em chords. Use chords taught to play along to songs. Begin to play the D chord on different instruments.</p>					
Computing	<p><b>Computing Systems and Networks</b> <i>The Internet</i> Describe how networks physically connect to other networks. Recognise how networked devices make up the internet. Outline how websites can be shared via the World Wide Web (WWW). Describe how content can be added and accessed on the World Wide Web (WWW). Recognise how the content of the WWW is created by people. Evaluate the consequences of unreliable content.</p>	<p><b>Creating Media</b> <i>Audio Production</i> Identify that sound can be recorded. Explain that audio recordings can be edited. Recognise the different parts of creating a podcast project. Apply audio editing skills independently. Combine audio to enhance a podcast project. Evaluate the effective use of audio.</p>	<p><b>Programming</b> <i>Repetition in Shapes</i> Identify that accuracy in programming is important. Create a program in a text-based language. Explain what 'repeat' means. Modify a count-controlled loop to produce a given outcome. Decompose a task into small steps. Create a program that uses count-controlled loops to produce a given outcome.</p>	<p><b>Data and Information</b> <i>Data Logging</i> Explain that data gathered over time can be used to answer questions. Use a digital device to collect data automatically. Explain that a data logger collects 'data points' from sensors over time. Recognise how a computer can help us analyse data. Identify the data needed to answer questions. Use data from sensors to answer questions.</p>	<p><b>Creating Media</b> <i>Photo Editing</i> Explain that a composition of digital images can be changed. Explain that colours can be changed in digital images. Explain how cloning can be used in photo editing. Explain that images can be combined. Combine images for a purpose. Evaluate how changes can improve an image.</p>	<p><b>Programming</b> <i>Repetition in Games</i> Develop the use of count-controlled loops in a different programming environment. Explain that in programming there are infinite loops and count-controlled loops. Develop a design that includes two or more loops which run as the same time. Modify an infinite loop in a given program. Design a project that includes repetition. Create a project that includes repetition.</p>
French	<p><b>Teaching Unit:</b> Family / 1-60 / Phonics Lesson 2 <b>Speaking, Listening, Reading, and Writing</b> <b>New Vocabulary:</b> Vocabulary for family members with indefinite article Introduction to possessive adjective in first person Numbers to 60 <b>Links to Previous Learning:</b> Colour vocabulary Numbers to 20 Adjectival order <b>Grammar:</b> Concept of gender: singular and plural Positive adjectives Patterns of number formation <b>Cultural Focus / Stories and Songs:</b> Luc and Sophie</p>		<p><b>Teaching Unit:</b> At Home <b>New Vocabulary:</b> Where you live – house/flat and location. Rooms of the house Conjunctions and connectives <b>Links to Previous Learning:</b> Recognition of habiter from j'habite a... Il y a / Il n'y a pas de <b>Grammar:</b> Plural nouns and formation Cognates to help understanding – faux amis. Negative forms Preposition dans Regular ER verb – habiter in first and second person Il y a – il n'y a pas de <b>Cultural Focus / Stories and Songs:</b> Emerald and Digger</p>		<p><b>Teaching Unit:</b> Clothes / Olympics <b>New Vocabulary:</b> 20 items of clothing Porter in present tense, first person 10 sports and determiners Associated nouns Il fait... / Il est... Partitive article with faire Listening / Reading longer passages for decoding skills. Paris <b>Links to Previous Learning:</b> Gender – masculine and feminine Articles – indefinite Colours Some sports – cognates / near cognates for decoding Faux amis! Partitive from food <b>Grammar:</b> Introduce singular plural adjective declension – all associated rules. Regular -er verb. Porter in first person Third person irregular verbs in present tense: etre and faire Partitive – du, de, la and les <b>Cultural Focus / Stories and Songs:</b> Prince's Underpants Elliot Story</p>	
PE	<p><b>Ultimate Frisbee:</b> To begin to develop the forehand and backhand throw. To begin to develop the hammer and the scoober throw. To develop the pancake and crocodile catch.</p>	<p><b>Volleyball:</b> To catch high above their head. To move their feet so they are underneath the ball. To release the ball quickly.</p>	<p><b>Orienteering:</b> To understand the concept of a map or plan. To examine a cross country leg of an orienteering course. To correctly identify symbols with the</p>	<p><b>Tennis:</b> To develop the differences underarm serve. To develop the rally. To examine how to win the rally. To develop movement around the court.</p>	<p><b>Athletics:</b> To demonstrate the differences between sprinting and running over varying distances. To use equipment to refine the sprinting technique.</p>	<p><b>Cricket:</b> To develop the batting stance. To examine bowling with line and length. To begin to recognise offside shots.</p>



	<p>To develop the rim catch and the one-handed catch. To examine how to defend in ultimate frisbee. To take part in small sided-ultimate frisbee games.</p>	<p>To create a triangle shape with index fingers and thumb. To move from the ready position and get their feet beneath the ball. To tense their arms in the direction they want the ball to go. To set the ball high to give their teammate time to get under the ball. To hit underneath the ball to lift it over the net. To keep their eye on the ball as they strike it. To know the ball must be returned within 3 hits. To know the player must not make contact with the net. To prevent the ball from hitting the ground on their side of the court. To make sure the ball lands within the boundaries of the opponents' side of the court.</p>	<p>corresponding map symbol. To develop agility and running techniques through terrain. To recognise the start and finish symbols. To complete orienteering courses.</p>	<p>To develop attacking shots. To begin to play tennis matches.</p>	<p>To develop the high jump. To develop the triple jump. To begin to heave throw. To begin to sling throw.</p>	<p>To begin to recognise outside shots. To recognise when to run between wickets. To develop basic fielding skills.</p>
<p>PSHE / SRE</p>	<p><b>Feeling and Emotions - Jealousy</b> Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good. Describe how we can support others who feel lonely, jealous, or upset. Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people. Demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as loneliness and jealousy. <b>Growing and Changing - Appropriate Touch (Relationships)</b> Identify the different types of relationships we can have and describe how these can change as we grow. Explain how our families support us and how we can support our families. Identify how relationships can be healthy and unhealthy. Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. <b>Being Responsible - Coming Home on Time</b> Recognise the importance of behaving in a responsible manner in a range of situations. Describe a range of situations where being on time is important. Explain the importance of having rules in the home.</p>	<p><b>Keeping / Staying Safe - Cycle Safety</b> Identify strategies we can use to keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident. Identify what is a risky choice. Create a set of rules for and identify ways of keeping safe. <b>Keeping / Staying Healthy - Healthy Living</b> Explain what is meant by a balanced diet and plan a balanced meal. Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older. Understand nutritional information on packaged food and explain what it means. Describe different ways to maintain a healthy lifestyle. <b>A World Without Judgement - Breaking Down Barriers</b> Recognise positive attributes in others. Explain why being different is okay. Recognise your own strengths and goals and understand that these may be different from those around you. Identify some of the ways we can overcome barriers and promote equality.</p>	<p><b>JIGSAW PSHE</b> <b>Summer Term 1: Celebrating Difference</b> I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how people look. I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on, but I am not sure. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can identify what is special about me and value the ways in which I am unique. I can tell you a time when my first impression of someone changed when I got to know them. <b>Summer Term 2: Relationships</b> I can recognise situations which can cause jealousy in relationships. I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</p>			





	Describe ways that behaviour can be seen to be sensible and responsible.				I know how to show love and appreciation to the people and animals who are special to me.	
<b>WIDER OPPORTUNITIES</b>						
<b>SMSC / British Values</b>	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
<b>Transition</b>	Focus Text: The Dot – Peter H. Reynolds. Getting to Know You Week – Autumn Term 1 – Week 1					
<b>Linked Trips</b>	Weston Park Museum: Ancient Greece Workshop – History Link			National Railway Museum – History Link	Murton Park – History Link	