

# Curriculum Termly Plan

## Year 4 Autumn Term 23/24



| Topic name                            | Even The Weather Seemed To Be Celebrating  |   |  |
|---------------------------------------|--|---|--|
| Starting Point                        | Harry Potter Wizarding Extravaganza  |   |  |
| Finale                                | Performance  |   |  |
| Visit / visitor / outdoor experiences | Harry Potter Studios Tour<br>Gurdwara ( See 20/21 Curriculum map and Summer year 3 termly plan)  |   |  |
| Key Texts                             | <p><b>Non-Fiction</b></p> <p>Weather – Fiona MacDonald</p> <p><b>Fiction</b></p> <p>The Secret of Platform 13 – Eva Ibbotson</p> <p><b>Poetry</b></p> <p><i>Hot Like Fire and other poems – Valerie Bloom</i></p>  |   |  |
| Writing Opportunities                 | <p>Narrative – character/setting description</p> <p>Non-chronological report – chn choose an aspect of weather</p> <p>Diary – Events in The Secret of Platform 13</p> <p>Recount/newspaper - Discovery of missing baby - The Secret of Platform 13</p>   |   |  |
|                                       | Skills   | Knowledge   | Vocabulary   |
| Science                               | <p><b><u>Changes of state</u></b></p> <ul style="list-style-type: none"> <li>- Find any patterns in their evidence or measurements.</li> <li>- Set up a simple fair test to make comparisons.</li> <li>- Plan a fair test and isolate variables and explain why it was fair. Explain which variables have been isolated.</li> <li>- Take measurements using different equipment and units of measure and record what they have found in a range of ways.</li> <li>- Make accurate measurements using standard units.</li> <li>- <b>Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.</b></li> <li>- Use a graph or diagram to answer scientific questions.</li> </ul> | <p><b><u>Changes of state</u></b></p> <ul style="list-style-type: none"> <li>- Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- 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)</li> <li>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b><u>Deepening:</u></b></p> | <p><b><u>Changes of state</u></b></p> <p>Solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection, condense, molecules, particles, vibrate, cycle, precipitation.</p> |

|  | <p><b><u>Dangers to living things</u></b></p> <ul style="list-style-type: none"><li>- Take measurements using different equipment and units of measure and record what they have found in a range of ways.</li><li>- Set up a simple fair test to make comparisons.</li><li>- Plan a fair test and isolate variables and explain why it was fair. Explain which variables have been isolated.</li><li>- Find any patterns in their evidence or measurements.</li><li>- <b>Use a graph or diagram to answer scientific questions.</b></li></ul>  | <ul style="list-style-type: none"><li>- Group and classify a variety of materials according to the impact of temperature on them.</li><li>- Explain what happens over time to materials such as puddles on the playground or washing hanging on a line</li><li>- Relate temperature to change of state of materials.</li></ul> <p><b><u>Dangers to living things</u></b></p> <ul style="list-style-type: none"><li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li><li>- Recognise that environments can change and that this can sometimes pose dangers to living things.</li></ul> <p><b><u>Deepening:</u></b></p> <ul style="list-style-type: none"><li>- Explain how people, weather and the environment can affect living things.</li><li>- explain how certain living things depend on one another to survive.</li></ul> | <p><b><u>Dangers to living things</u></b></p> <p>Food chains, producers, predators, prey, environments, change, dangers, functions, digestive system, humans, classification keys, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation.</p>   |   |  |      |  |   |   |   |   |
|--|---|---|---|---|--|------|--|---|---|---|---|
| <p><b>Computing</b></p> <p><b>CHANGING TO TEACH COMPUTING CURRICULUM CHANGES TO BE ADDED</b></p> | <p><i>Within each unit many of the skills and knowledge are repeated throughout the year. For full details please refer to the Progression Map.</i></p>   |   |   |   |  |      |  |   |   |   |   |
|  | <p><b>Productivity</b></p> <p><b>Unit 4.6 – We are meteorologists</b></p> <p>Work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work.</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,</p> | <ul style="list-style-type: none"><li>- work with others to plan a project.</li><li>- use and combine a range of programs on a computer.</li><li>- design and create content on a computer in response to a given goal.</li><li>- collect and present data.</li><li>- use a standard search engine to find information.</li><li>- understand that search engines rank pages according to relevance.</li><li>- know who to talk to about concerns and inappropriate behaviour at home or in school.</li></ul>  | <table><tr><th colspan="2">Vocabulary listed introduced in year shown. Revisited in subsequent years</th></tr><tr><td>EYFS</td><td>mouse, computer, keyboard, enter/return, chart</td></tr><tr><td>1</td><td>cut, copy, paste, caps lock, digital device, resize, QR code, program/sequence/algorithm, bug, debug, code, coding, input device, output device</td></tr><tr><td>2</td><td>font, input, data, spreadsheet, import, export, presentation, crop, logical reasoning, search, search engine, keyword</td></tr></table> | Vocabulary listed introduced in year shown. Revisited in subsequent years |  | EYFS | mouse, computer, keyboard, enter/return, chart | 1 | cut, copy, paste, caps lock, digital device, resize, QR code, program/sequence/algorithm, bug, debug, code, coding, input device, output device | 2 | font, input, data, spreadsheet, import, export, presentation, crop, logical reasoning, search, search engine, keyword |
| Vocabulary listed introduced in year shown. Revisited in subsequent years                        |   |   |   |   |  |      |  |   |   |   |   |
| EYFS   | mouse, computer, keyboard, enter/return, chart  |   |   |   |  |      |  |   |   |   |   |
| 1  | cut, copy, paste, caps lock, digital device, resize, QR code, program/sequence/algorithm, bug, debug, code, coding, input device, output device   |   |   |   |  |      |  |   |   |   |   |
| 2  | font, input, data, spreadsheet, import, export, presentation, crop, logical reasoning, search, search engine, keyword   |   |   |   |  |      |  |   |   |   |   |

|   |   |  |       |   |
|---|---|--|-------|---|
|   | analysing, evaluating and presenting data and information.  |  | 3     | loop, repetition, network, Internet, WWW, World Wide Web, copyright, ownership, permission                              |
|   | <b>Computer Networks</b><br><b>Unit 4.4 – We are HTML editors</b><br><br>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.<br><br>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour.<br><br>Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. | - understand that the internet transmits information as packets of data.<br><br>- understand how the internet makes the web possible.<br><br>- use and combine a range of programs on a computer.<br><br>- design and create content on a computer in response to a given goal.<br><br>- use a standard search engine to find information.<br><br>- demonstrate that they can act responsibly when using computers.<br><br>- understand the difference between acceptable and unacceptable behaviours when using digital technology.<br><br>- know who to talk to about concerns and inappropriate behaviour at home or in school. | 4     | server, http, ranking   |
|   |   |  | 5     | formulae, variables   |
|   |   |  | 6     |   |
|   |   |  |       |   |
| <b>Computing:</b><br>Internet Safety<br><br><b>DECISION TO BE MADE!</b> | <b>Developing online safety guidelines</b><br><b>Unit 4.1 - We are Year 4 rule writers</b><br><br>Reviewing and editing our online safety rules.<br><br>Children recall their learning from the previous year’s online safety lessons and then review different online safety scenarios and decide the best response to these. They then review, discuss and edit the online safety rules they created in Year 3.   | Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.<br><br>Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult.  |       | Vocabulary listed introduced in year shown. Revisited in subsequent years   |
|   |   |  | EYF S | public, private, online, search, share, trust, password, username,  |
|   |   |  | 1     | e-safety, cyberbullying, identity, online identity, personal information, block, report, content, digital citizen,      |
|   |   |  | 2     | belief/opinion/fact, social media, reliable, source, password, PEGI,  |
|   |   |  | 3     | hoax, scam, strong/secure wrt passwords, victim, perpetrator, trustworthy, untrustworthy, digital footprint, netiquette |
|   | <b>Social and emotional wellbeing and developing resilience</b><br><b>Unit 4.2 - We are standing up to peer pressure</b><br><br>Dealing positively with peer pressure.<br><br>Children find out that access to the internet is not the  | Understand that peer pressure can be a positive and negative influence.<br><br>Understand that access to the internet is not the same for everyone.<br><br>Recall ways to report concerns and  | 4     | app permissions, notifications,   |

|         |   |  |   |   |
|---------|---|--|---|---|
|         | same among all people and that peer pressure can be both positive and negative. They will scrutinise and discuss a short online safety scenario and decide how to resolve a problem where access to the internet is not the same between two friends.   | inappropriate behaviour.   |   | peer pressure, hacking, virus, virtual vs real, |
|         |   |  | 5 | CEOP, privacy, endorse, parental controls       |
|         |   |  | 6 | sexting, BBFC, phishing,                        |
| History | <p><b><u>Knowledge and understanding of past events, people and changes in the past</u></b></p> <p>Describes features of past societies and periods.</p> <p>Gives reasons why changes in:</p> <ul style="list-style-type: none"><li>• Things of importance to people</li></ul> <p>...may have occurred during a time period.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past and beings to compare these to the present.</p> <p>Describes how some of the past events/people affect life today.</p> <p><b><u>Historical enquiry</u></b></p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘what was it like for a ..... during .....?’</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p> | <p>(Main skills covered in Spring and Summer term)</p> <p>Folk law of telling the weather -</p> <p>How important predicting the weather was to those people.</p> |   |   |

|   |   |   |   |
|---|---|---|---|
|   | <p><b>Missed criteria from Y3:</b></p> <p>Understand the Anglo Saxon Religion and beliefs. Asks question such as 'how did people...? What did people do for...?'</p> <p>-Use information and evidence to describe the past:</p> <p>-Houses and settlements</p> <p>-Clothes, way of life and actions of people</p> <p>-Buildings and their uses</p> <p>-People's beliefs and attitudes</p> <p>- Culture and leisure activities</p> <p>Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo Saxon culture</p> <p>Writing- Diary about Anglo Saxon life</p>   |   |   |
| <p><b>Geography</b></p> <p>Key: Locational</p> <p>Place</p> <p>Knowledge</p> <p>Human and</p> <p>Physical</p> <p>Geography</p> <p>Geographical</p> <p>Skills and</p> <p>Fieldwork</p> | <p><b>Autumn 1</b></p> <p>Map work</p> <p>Locate countries and cities of the UK. Identify within these: geographical regions</p> <p>-key topographical features (hills, mountains, coasts and rivers)</p> <p>- land-use patterns</p> <p><b>Autumn 2</b></p> <p>Understand how aspects have changed over time</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area (Peterborough) sketch maps.</p> <p>Describe and understand key aspects of: Physical geography: water cycle</p> <ul style="list-style-type: none"> <li>What is the water cycle?</li> <li>How does it happen?</li> <li>Why does it happen?</li> </ul> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Use fieldwork to observe, measure, record and present human and physical features by using sketch maps and plans and graphs. (Unit of fieldwork based on weather).</p> | <ul style="list-style-type: none"> <li>What do we know about the weather?</li> <li>How do climates vary around the world?</li> <li>How do we measure and record the weather?</li> <li>How do we make predictions about the weather?</li> <li>How is climate change affecting the weather?</li> </ul> <p>How does the weather affect us?</p> | <p>North</p> <p>North-East</p> <p>East</p> <p>South-East</p> <p>South</p> <p>South-West</p> <p>West</p> <p>North-West</p> <p>Symbol</p> <p>Key</p> <p>Observe</p> <p>Latitude</p> <p>Longitude</p> <p>Equator</p> |

|   |  |   |  |
|---|--|---|--|
|   |  |   | <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>Tropic of Cancer Tropic of Capricorn.</p>   |
| <p><b>Art</b></p>   | <p>Work safely in an organised way.<br/>Plan, develop ideas<br/>Join, decorate, coil, pinch, slab.<br/>Model over an armature eg newspaper frame for Modroc</p> <p>Work safely in an organised way.<br/>Overlay 4 colours.<br/>Increased awareness of impressed and /applied detail in print making<br/>Print onto a variety of materials</p>                              | <p>To know that tools can carve patterns and create textures<br/>To know how to experiment with different styles which artists have used<br/>To know how to express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p><b>Artist:</b> Sophie Ryder</p> <p>To know how to make repeated patterns with precision<br/>To know how to experiment with different styles which artists have used<br/>To know how to express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p><b>Artist:</b> William Rothenstein</p> | <p>Modroc, armature</p> <p>Overlay, impress, applied detail</p>  |
| <p><b>DT</b></p> <p>Harry Potter (weather/magic)</p> <p>Design and make a wooden wand and fabric wand case.</p> | <p><b>Design:</b></p> <p>Can I generate realistic ideas that focus on the needs of the user?<br/>Can I create my own design criteria for specific groups and use this to inform my ideas?<br/>Can I design using annotated diagrams to show logical steps and make pattern pieces?</p> <p><b>Make:</b></p> <p>Can I confidently select tools and equipment suitable to</p> | <p>I know some basic stitches and how to join textiles and apply finishing techniques.<br/>I know how to make and using simple pattern pieces.<br/>I know how to finish work to a high standard.<br/>I know about the user and purpose of products.</p>   | <p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces<br/>name of textiles and fastenings used, pins, needles, thread, pinking shears, transfer paper<br/>design criteria, annotate, design decisions, functionality, innovation, user, purpose, evaluate</p> |

|  |   |  |  |
|--|---|--|--|
| <p>CHANGED LAST<br/>YEAR TO MAKE<br/>A INSULATED<br/>POUCH TO<br/>KEEP HAND<br/>WARMERS<br/>WARM FOR<br/>LONGER</p>                        | <p>the task, and can explain why I have made these choices?</p> <p>Can I show a good level of expertise when using a range of tools and equipment?</p> <p>Can I assemble, join and combine many materials and apply appropriate finishing techniques?</p> <p>Can I tell if the finished product is going to be of good quality and liked by others?</p> <p><b>Evaluate:</b></p> <p>Can I investigate and analyse how well a product has been made, and specify which methods and materials have been successful/unsuccessful?</p> <p>Can I think about how to check if my design has been successful?</p> <p>Can I improve my original design?</p> <p>Can I evaluate my product thinking of both appearance and the way it works?</p> <p>Can I recognise several DT inventors/designers and key events?</p> <p><b>Technical Knowledge:</b></p> <p><b>Textiles:</b></p> <p><b>Skills:</b></p> <p>Can I think what the user would want when choosing textiles?</p> <p>Can I devise a template?</p> <p>Can I think about how to make the product stronger?</p> <p>Can I describe how to join things in different ways?</p> |  |  |
| <p><b>Music</b><br/><b>CHARANGA</b><br/><b>UNIT: MAMA</b><br/><b>MIA</b><br/><b>IMPROVISE:</b><br/>Bronze, Silver<br/>and Gold (three)</p> | <p>I can sing some songs in a variety of styles to show musical expression; sing two/three part rounds with more confidence and some pitch accuracy; sing confidently as part of a small group or solo; copy short phrases and be able to sing up and down in step independently.</p>   | <p>I can find some known phrases or short melodies using tuned instruments</p> <p>I can investigate music for evidence of:<br/>combining and controlling two to three sounds to create particular effects; rhythm patterns in music from different times and places; the</p> | <p>Key Vocab – Pitch, Tempo, Volume, Pulse, Rhythm, Melody, Notes, Percussion, Structure, Repetition, Timbre. Orchestral, Dynamics, Soundwaves, Effective Silence, Ostinato, Crescendo.</p> <p>Xylophone, cymbals, triangle, snare drum,</p> |

|   |  |   |   |
|---|--|---|---|
| <p>challenges per level using notes G &amp; A</p> <p><b>EXTENDED IMPROVISATION</b></p> <p>improvise after the leader (Q &amp; A) using a range of notes</p> <p><b>COMPOSE</b></p> <p>create a 3(5) note set for a range of classroom instruments for the composing task</p> <p><b>Charanga: Glockenspiel stage 2</b></p> <p><b>MUSICAL FOCUS: PITCH and playing an instrument</b></p> | <p>I can maintain two or more different ostinato patterns against a short steady beat; play music that includes one to two rests; use tuned percussion instruments to accompany songs and improvise parts; play a short piece of music in two or three time; follow a leader: stopping / starting, faster/ slower, louder / quieter.</p> <p>I can create: a simple accompaniment to a song using ostinato and drones; a simple melody from a pentatonic scale; music that has a recognisable structure; music that reflects images / atmosphere, adjusting to achieve the intended effect; perform an arranged a song using tuned and un-tuned accompaniments.</p> <p>I can find some known phrases or short melodies using tuned instruments; read and play from some conventional music symbols; combine instrumental playing with short narrative and movement.</p> | <p>pentatonic scale; pitched notes in steps and/ or leaps to make short phrases/melodies; music that describes feelings or moods using dynamics, tempo timbres; music that incorporates effective silences.</p> <p>I can recognise: some percussion and some orchestral instruments; music from some different times and countries identifying its unique sound.</p> <p>I can identify: some repeated rhythmic or melodic phrases in music; verse/chorus or call/response structure.</p> <p>I can recognise contrasting styles of music using musical language.</p> | <p>bass drum, tambourine, maracas, chimes, piano, drums, guitar, violin, flute.</p> |
| <p><b>PE Including Learning skills through REAL PE which can be linked into everyday classroom</b></p>  | <p>Get set 4 PE <u>Basketball</u></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as</p>  | <ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>• I can move to space to help my team to keep possession and score goals.</li> <li>• I can delay an opponent and help to prevent the other team from scoring.</li> <li>• I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>• I share ideas and work with others to manage our game.</li> <li>• I can provide feedback using key</li> </ul>   | <p>Outwit, Opposition, Opponent, Contact, Court</p>                                 |





|  |   |   |  |
|--|---|---|--|
|  | <p>collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>  | <ul style="list-style-type: none"> <li>• I can identify some muscle groups used in gymnastic activities.</li> <li>• I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>• I can provide feedback using appropriate language relating to the lesson.</li> <li>• I can safely perform balances individually and with a partner.</li> </ul> |  |
|  | <p>Real PE<br/> <u>Social- Autumn 1</u><br/> - I can help, praise and encourage others.</p> <p>-I am happy to show and tell others about my ideas.<br/> -I show patience and support others, listening carefully to them about our work.</p> <p>-I can guide a small group through a task.</p> <p>-I cooperate well with others and give helpful feedback.</p> <p>Dynamic Balance: Jumping &amp; Landing</p> <p>1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.</p> <p>Static Balance: Seated</p> <p>1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish</p> |   |  |

|             |   |  |   |
|-------------|---|--|---|
|             | <p>shape and hold it for 5 seconds.</p> <p>Real PE<br/> <u>Personal- Autumn 2</u><br/> - I cope well and react positively when things become difficult.<br/> -I can persevere with a task and I can improve my performance through regular practice<br/> - I know where I am with my learning<br/> -I have begun to challenge myself<br/> - I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>Coordination: Footwork<br/> 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.</p> <p>Static Balance: 1 Leg<br/> On both legs: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.</p> |  |   |
| <b>PSHE</b> | <p><u>Right, Rules and Responsibilities Cit8 RR34</u><br/> At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to explain the difference between wants and needs</li> <li>• be able to explain why rights are important and that they come with responsibilities, at home and at school</li> <li>• be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority</li> <li>• be able to explain why rules are needed and be able to identify those which are necessary and useful</li> <li>• participate in making class ground rules and show or explain what following the rules looks like</li> </ul>   | <p><u>Right, Rules and Responsibilities RR34</u><br/> 1. To understand the difference between rights, wants and needs and that rights come with responsibilities.<br/> 2. To recognise their responsibilities at school and at home to themselves and others.<br/> 3. To recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this.<br/> 4. To identify those in positions of authority in school and the wider community and explore ways to respectfully share our views.</p> | <p>Democracy, voting, worry, conflicting emotions, assertive, problem-solving, recognise.</p> |

|  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>• suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting</li> <li>• be able to describe what a representative does.</li> </ul>   | <p>5. To understand why rules and conventions are needed at home and at school.</p> <p>6. To develop skills to participate in making and changing rules at home and at school.</p> <p>7. To understand how decisions can be made democratically in our class through simple debating and voting.</p> <p>8. To understand how children and adults in school might be democratically elected to represent others.</p> <p>9. To understand what they have learned and to be able to share it with others.</p>  |  |
|  | <p><u>My Emotions ME34</u></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to recognise and communicate how they are feeling</li> <li>• be able to recognise and describe feelings in others, and show care towards them</li> <li>• have developed some strategies to be able to move from an uncomfortable state to a more positive one</li> <li>• be able to explain what is meant by ‘mental wellbeing’</li> <li>• know who to approach and how to get support with their emotions</li> <li>• recognise their own personal strengths and qualities</li> <li>• understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive</li> <li>• to understand what is meant by “over-reacting”, and to be able to show understanding towards themselves and others</li> <li>• know what it feels and looks like to be assertive and when it might be appropriate.</li> </ul> | <p><u>My Emotions MMR10 ME34</u></p> <ol style="list-style-type: none"> <li>1. To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable.</li> <li>2. To begin to understand what is meant by “mental health” or “mental wellbeing” and why this is as important as physical wellbeing.</li> <li>3. To understand some of the ways emotions may affect our interactions, and to show care towards others and their emotions.</li> <li>4. To be able to identify their worries and decide what they might do about them.</li> <li>5. To be able to get support when they need it.</li> <li>6. To recognise some of the strengths and personal qualities of themselves and others.</li> <li>7. To understand that how we feel can affect how we tackle things and whether or not we find them difficult.</li> <li>8. To understand what is meant by “over-reacting” and to be able to show myself and others understanding.</li> <li>9. To know some strategies to move from an uncomfortable state to a more positive one.</li> <li>10. To know what it means to be assertive and to be able to act assertively.</li> <li>11. To understand what they have learned in this unit and to be able to share it with others.</li> </ol> |  |

|  |   |  |  |
|--|---|--|--|
|  | <p><u>Anti-bullying AB34</u><br/>Antibullying MMR12 AB34</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"><li>• understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</li><li>• understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life</li><li>• be able to describe how those involved in bullying including those who bully others may feel</li><li>• be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation</li><li>• be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.</li></ul> | <p><u>Anti-bullying AB34</u></p> <ol style="list-style-type: none"><li>1. To understand that difficulties that some friends have may or may not be bullying.</li><li>2. To understand the characteristics of different types of bullying.</li><li>3. To begin to understand about power and groups in bullying situations.</li><li>4. To understand how bullying can occur when people do not respect and empathise with their diverse peers.</li><li>5. To understand more about indirect forms of bullying such as cyber bullying and exclusion.</li><li>6. To understand that the feelings associated with bullying might last a long time.</li><li>7. To understand the roles and possible feelings of bystanders and followers in a bullying situation.</li><li>8. To develop strategies for preventing bullying and responding assertively in different contexts.</li><li>9. To understand a range of ways to support someone who is being bullied.</li><li>10. To understand what bystanders can do to improve a bullying situation.</li><li>11. To understand the procedures in school to prevent bullying and support those involved.</li><li>12. To identify ways of helping the school to</li></ol> |  |
|--|---|--|--|

|           |  |   |   |
|-----------|--|---|---|
|           |  | feel a safer place where bullying is less likely to happen.   |   |
| <b>RE</b> | <p>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. (AT1)</p> <p>Begin to compare the similarities of at least three different religious texts or stories. (AT1)</p> <p>To begin to understand the diversity of belief in different religions, nationally and globally. (AT1)</p> <p>Begin to compare directly different responses to ethical questions looking at a range of different religions. (AT1)</p> <p>Respond to meanings behind different beliefs and practices. (AT2)</p> <p>Express views about why belonging to a faith community is valuable in their own lives. (AT2)</p> <p>Begin to make connections between their own ideas and others. (AT2)</p> | <p><b>Why Pray? Make links to local, national and international examples of religion. (4wks)</b></p> <p>Have an opportunity to question believers.</p> <p>Christianity - Investigate why and how people pray. Hear and talk about some famous prayers (Lords Prayer).</p> <p>Islam - Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah). Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying.</p> <p>Judaism -Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.</p> <p>Sikhism - How does music and meditation play an important part in Sikh ceremonies. Explore how music and meditation can make you feel.</p> <p><b>Harvest – How and Why Jews celebrate Sukkot?(2wks)</b></p> <p>Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt</p> <p><b>Peace – Why should we give it a chance? (4wks)</b></p> <p>Look at the meaning of peace and why is it</p> | <p><b>Christianity:</b></p> <p>Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Vicar, Worship.</p> <p><b>Islam:</b></p> <p>Allah, Islam, Mosque, Muslim, Prophet, Qiblah (direction of prayer), Qur'an, Salaah (prayer), Mihrab (architectural element of mosque, indicates direction of prayer). Mimbar (pulpit), Minaret, Qibla (direction of prayer), Prayer mat, Imam (prayer leader/priest), Wudu (first act of worship before prayer; cleansing parts of body with water).</p> <p><b>Judaism:</b></p> <p>Synagogue: Torah Scrolls, Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine. Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments,</p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>important to them and others. What is it like to feel peaceful?</p> <p>How is peace symbolised – look at Christianity (white dove) and Buddhism (lotus flower).</p> <p>Why is peace important in worship in religion - compare and describe what some groups in Buddhism and Christianity think about peace in their worship.</p> <p>Can we symbolise peace? What can I do to make a more peaceful world.</p> <p><b>Christmas – What message does the Christmas story give us about Jesus? (2wks)</b></p> <p>Explore stories told during Christmas.</p> <p>Understand how these relate to Christians’ beliefs about God and Jesus Christ.</p> <p>Festivals – find out how the Christians celebrate some festivals such as Advent and Christmas.</p> |  |
|--|--|--|--|