



Year 4 Long Term Curriculum Plan  
Radnor House Prep School

# Year 4 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Farm to fork	Sustainability	Zero to hero	Zero to Hero	Create and Innovate	Create and Innovate
Quality Texts						
English (possible writing outcomes)	<p>Fact file- potatoes</p> <p>Diary writing- great choc plot</p> <p>Suffixes- 'er' 'est'</p> <p>Adverbs</p> <p>Debating- great choc plot</p> <p>Recount- Hampton court visit</p>	<p>Apostrophes for possession</p> <p>Expanded noun phrases- great kapok tree (improving sentences)</p> <p>Direct and reported speech</p> <p>Play script writing- great kapok tree</p> <p>Persuasive letter- deforestation</p>	<p>Poems- shape poems</p> <p>Biographies- based on hero's</p> <p>Fronted adverbials (SPAG)</p> <p>Investigating words and meanings (SPAG)</p>	<p>News reports- Hero news reports</p>		<p>Instructions for a droplet of rain in the Water cycle. Diary entry in character of a rain drop. Poetry about the water cycle. Information text on preserving water.</p>

<b>Writing skills:</b>	<b>Words/ Vocabulary:</b> Use adverbs in dialogue: “Come in,” he suggested hesitantly. Use of modal verbs: I might join you for dinner. I could have won if I had tried harder. The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	<b>Sentence structure:</b> Vary sentence starters: ed: Terrified, Harry slunk into the inky shadows. Develop ing starters: Hobbling painfully, the old man entered the open door. Barking furiously, the dog chased the flying frogs through the dark town. Simile: Like a torpedo, the whale swam through the ocean. As tall as a skyscraper, the giant faced the townspeople. Power of three to persuade: Work. Rest. Play. Power of three to show action and pace: Fox raced across the plain, entered the forest and headed for the safety of the cave. Vary sentence length. Use short sentences to speed up events: The hour struck. Fronted adverbials (For example, Later that day, I heard the bad news)	<b>Text structure:</b> Narrative Well-organised in paragraphs which indicate a change in time or place. Use grammatical techniques to create suspense in the build-up to introduce the problem. Non-narrative Information linked within paragraphs using connecting adverbs and other cohesive links. Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid <b>cohesion</b> and avoid repetition.	<b>Punctuation:</b> Secure comma in complex sentences and with fronted adverbials. Comma between direct speech and reporting clause : “The door is open,” called Grandma. Use of inverted commas and other punctuation to indicate direct speech (For example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”) Apostrophes to mark plural possession (e.g. <i>the girl’s name</i> , <i>the boys’ boots</i> ) Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i> )
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<b>Reading skills:</b>	<b>Word reading / Vocabulary:</b> Read challenging texts beyond those used in school and have the stamina to finish them. Show preferences for a specific genre and seek out similar books. Be open to reading a wider range of genres suggested. Use skimming . scanning and text marking to find information in response to a research focus.	<b>Inference / Prediction / Making links:</b> Confidently and independently find evidence in the text to support opinion. Use inferential and analytical thinking to discuss characters’ motives. Ask questions to improve their understanding. Predicting what may happen from details stated and implied.	<b>Explanation / Comprehension:</b> Recognise writers’ different styles. Recognise that the style of a writer is developed through the use of vocabulary and language choices. Recognise a writer’s viewpoint in a book. Evaluate the impact of a book. Evaluate the accuracy of information in adverts, in historical fiction, in fiction set in other cultural contexts. Identify
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	Use dictionaries to check the meaning of words and thesaurus' to find alternative words.			themes and conventions. Discuss words and phrases that capture the reader's interest and imagination.		
Maths	Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Measurement: Time Number: Multiplication and Division Number :Fractions		Measurement: Area Number: Fractions Number: Decimals Measurement: Money Statistics: Data		Number: Special numbers Geometry: Properties of Shape Geometry: Angles Number: 4 Operations review	
	<b>Skills:</b> Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. The will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children with also take part in active maths, involving PE within their lessons.					
Science	Animals including humans – digestion and teeth	Living things and their habitats – classification keys, environments	States of matter – solids, liquids and Gases  1. How can I compare and group materials together according to whether they are solids or liquids.  2. How can I set up an investigation to identify	Sound  1. How are sounds made?  2. How does sound travel through different materials.  3. How does sound change as you move further away from the	Electricity – simple circuits, conductors and insulators	Continue – working scientifically

			properties of gases. 3. How do materials change state when they are heated or cooled? 4. How can i use a thermometer to measure the melting point of different materials 5. How can I set up an investigation to explore the process of evaporation	source? 4. Which materials provides the best sound insulating headphones? 5. How can I explore different ways to alter pitch and volume? 6. How does the length, thickness and tightness of a string affects its pitch? 7. How can you change the pitch of notes produced in vibrating air		
	<b>Skills:</b>  Make ordered and careful observations Take accurate measurements using a range of equipment Set up simple practical enquiries, comparative and fair tests Explain differences, similarities and changes related to simple scientific ideas and processes Gather, record, group and present data using simple scientific language, drawings, labelled diagrams, keys, bar charts and table Ask relevant questions and using different types of scientific enquiries to answer them					
History		Y4- The Tudors- Who were the Tudors? Trip to Hampton Court Kitchen- farm to fork Lesson 1- What was the lifestyle of the Tudors? – cover the period of	Y4- Ancient Egypt- Lesson 1- Where is Egypt and what period was Ancient Egypt? Lesson 2- Who were the Pharaohs of Ancient Egypt? Lesson 3- What is the process of			

		<p>the Tudors.</p> <p>Lesson 2- Who were the Monarchs during the Tudor period?</p> <p>Lesson 3- Who were the Monarchs during the Tudor period?</p> <p>Lesson 4- Research and project</p> <p>One lesson for trip.</p>	<p>mummification?</p> <p>Lesson 4 What is the importance of the pyramids and how were these built?</p> <p>Lesson 5- What was life like in ancient Egypt? – religion, farming and the organisation of society</p>			
	<p><b>Skills:</b></p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> <li>Identify key features and events of time studied <ul style="list-style-type: none"> <li>Look for links and effects in time studied</li> </ul> </li> <li>Use evidence to reconstruct life in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>Choose relevant material to present a picture of one aspect of life in time past <ul style="list-style-type: none"> <li>Ask a variety of questions</li> </ul> </li> <li>Use the library and internet for research</li> <li>Use evidence to build up a picture of a past event</li> </ul> <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> <li>Look at the evidence available and begin to evaluate the usefulness of different sources <ul style="list-style-type: none"> <li>Use text books and historical knowledge</li> </ul> </li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>Recall, select and organise historical information.</li> <li>Communicate their knowledge and understanding.</li> </ul>					

<b>Geography</b>	Global warming and climate change- How is global warming		<p>Rivers-</p> <p>Lesson 1- What is the</p>			
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	<p>affecting humans and animals world wide?</p> <p>Lesson 1- What is global warming and climate change?</p> <p>Lesson 2-What are the affects of global warming on animals around the world?</p> <p>Lesson 3- What different affects does global warming have on humans?</p> <p>Lesson 4- How can we farm sustainably to reduce our contribution to climate change?</p> <p>Lesson 5- Research and project- Opportunity to incorporate IT skills to project.</p>		<p>water cycle and what are rivers?</p> <p>Lesson 2- What are river beds and banks?</p> <p>Lesson 3- Where do rivers come from and where do they lead to?</p> <p>Lesson 4- What are the names and locations of famous rivers?</p> <p>Lesson 5- What are the uses of rivers?</p>			
	<p><b>Skills:</b></p> <p><u>Direction/Location</u></p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p><u>Representation</u></p> <p>Follow a route on a large scale map.</p> <p><u>Map knowledge</u></p> <p>Begin to identify significant places and environments</p> <p><u>Style of map</u></p> <p>Use junior atlases.</p> <p>Use large and medium scale OS maps.</p>					

	<p>Know why a key is needed.</p> <p>Use map sites on internet.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Identify features on aerial/oblique photographs.</p> <p><u>Drawing maps</u></p> <p><u>Perspective</u></p> <p>Make a map of a short route experienced, with features in correct order;</p> <p>Draw a sketch map from a high view point.</p> <p>Make a simple scale drawing.</p> <p><u>Geographical enquiry</u></p> <p><u>Using maps</u></p> <p>Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>					
<b>Religious Studies (FW)</b>	<b><u>Autumn 1 – Farm to Fork</u></b>	<b><u>Autumn 2 – Sustainability</u></b>	<b><u>Spring 1 – Zero to Hero</u></b>	<b><u>Spring 2 – Zero to Hero</u></b>	<b><u>Summer 1 – Create &amp; Innovate</u></b>	<b><u>Summer 2 – Create &amp; Innovate</u></b>
<b>Christianity</b>	<b><u>Beliefs and Teachings</u></b>	<b><u>Ways of Worshipping</u></b>	<b><u>Leading Religious Figures</u></b>	<b><u>Understanding the full Easter Story</u></b>	<b><u>Special Places Around the World</u></b>	<b><u>Comparing Places of Worship</u></b>
<b>Hinduism</b>	<b>Round of Alms</b>	<b>Sikhism – Gurdwara</b>	<b>Buddha’s Life Story</b>	<b>What do we know about the Easter story?</b>	<b>Christian Pilgrimage–Lourdes</b>	<b>Different types of Christian buildings (church, cathedral, abbey and their differences)</b>
<b>Buddhism</b>	<b>Noble Eightfold Path</b>	<b>Christianity – Mass and Holy Communion</b>	<b>Islam–The Prophet Mohammed</b>	<b>Palm Sunday and what it represents</b>	<b>Islam–Hajj</b>	<b>Similarities between religious temples</b>
<b>Sikhism</b>	<b>Reincarnation</b>	<b>Buddhism – Meditation</b>	<b>Sikhism–Guru Nanak</b>	<b>The Last Supper</b>	<b>Christianity–Rome for Catholics</b>	<b>Buddhist Shrines &amp; Hindu home shrines</b>
<b>Islam</b>	<b>Meaning of Enlightenment and Nirvana</b>	<b>Humanism – Celebrations</b>	<b>The Disciples–Key figures in Christianity</b>	<b>Good Friday &amp; the crucifixion</b>	<b>The importance of Israel to the Jews</b>	<b>Special Places for Humanists</b>
<b>Judaism</b>	<b><u>Special Festivals</u></b>	<b><u>Special Festival</u></b>	<b>Well-known Christians</b>			
<b>Humanism</b>	<b>Rosh Hashanah–Judaism (15–17Sep)</b>	<b>Diwali–Sikhism/Hinduism 12Nov</b>				
<b>Non-religious</b>	<b>Yom Kippur–Jewish New Year</b>	<b>Thanksgiving around the world 23Nov</b>				
	<b>Harvest Festivals around the world</b>	<b>Hanukah–7–15Dec Judaism</b>				
		<b>Christmas–Christianity</b>				
		<b><u>Educational Visits/Trips</u></b>				
		<b>Sikh Gurdwara</b>				



	(October)		<u>Educational Visits/Trips</u> Buddhist Temple			
	<p><b>Skills:</b></p> <p>Throughout these lessons, primary students will be learning a variety of skills, encompassing both cognitive and social-emotional domains.</p> <p>Knowledge and understanding: Gain knowledge of religious ceremonies, leaders, special religious places and religious rituals and beliefs. Understanding who important figures in religions were and why they were and are considered important. Understanding why certain rituals, scriptures and objects are important to the followers of that religion.</p> <p>Critical thinking: To analyse information and discussions to form opinions about beliefs and religious rituals. To engage in reflective thinking through reflective activities.</p> <p>Communication skills: Express ideas and thoughts through discussions. Share reflections in various ways.</p> <p>Empathy and cultural awareness: Develop an understanding and appreciation for the cultural and religious aspects of religions. Foster empathy by considering the experiences and challenges faced by some of these leaders and religious figures.</p> <p>Collaboration: Participate in discussions and actively listening to peers and educators.</p> <p>Respect for diversity. Learn about religious figures and beliefs, promoting respect for diverse cultures and beliefs. Explore ethical questions. Practice listening and reading comprehension skills. Develop self-awareness by considering own understanding of religions and religious beliefs.</p>					
Indoor PE Outdoor PE	Gymnastics	Gymnastics	Swimming	Swimming	Dance	Dance
	Invasion Games (Football)	Invasion Games (Football)	Athletics	Athletics	Striking and Fielding Games (Cricket)	Striking and Fielding Games (Cricket)

	<p><b>Skills:</b></p> <p><b>Dance:</b> Confidently improvises with a partner or on their own; beginning to create longer dance sequences in a larger group; demonstrating precision and some control in response to stimuli; beginning to vary dynamics and develop actions and motifs; demonstrates rhythm and spatial awareness; modifies parts of a sequence as a result of self evaluation; uses simple dance vocabulary to compare and improve work.</p> <p><b>Gym:</b> Links skills with control, technique, co-ordination and fluency; understands composition by performing more complex sequences; beginning to use gym vocabulary to describe how to improve and refine performances; develops strength, technique and flexibility throughout performances; creates sequences using various body shapes and equipment; combines equipment with movement to create sequences.</p> <p><b>Games:</b> Vary skills, actions and ideas and link these in ways that suit the games activity; shows confidence in using ball skills in various ways, and can link these together <i>e.g. dribbling, bouncing, kicking</i>; uses skills with co-ordination, control and fluency; takes part in competitive games with a strong understanding of tactics and composition; can create their own games using knowledge and skills; works well in a group to develop various games; compares and comments on skills to support creation of new games; can make suggestions as to what resources can be used to differentiate a game; apply basic skills for attacking and defending; uses running, jumping, throwing and catching in isolation and combination.</p> <p><b>Athletics:</b> Beginning to build a variety of running techniques and use with confidence; can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i>; demonstrates accuracy in throwing and catching activities; describes good athletic performance using correct vocabulary; can use equipment safely and with good control.</p>
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	<p><b>Outdoor Adventurous Activities:</b> Develops strong listening skills; uses simple maps; beginning to think activities through and problem solve; choose and apply strategies to solve problems with support; discuss and work with others in a group; demonstrates an understanding of how to stay safe.</p> <p><b>Swimming:</b> Swims competently, confidently and proficiently over a distance of at least 25 metres; uses a range of strokes effectively <i>e.g.</i> front crawl, backstroke and breaststroke; performs safe self-rescue in different water-based situations.</p> <p><b>Evaluation:</b> Watches and describes performances accurately; beginning to think about how they can improve their own work; work with a partner or small group to improve their skills; make suggestions on how to improve their work, commenting on similarities and differences;</p> <p><b>Healthy Lifestyle:</b> Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.</p>					
Art	<p><b><u>Autumn 1 – Farm to Fork</u></b></p> <p><b><u>Drawing &amp; Sculpture</u></b></p> <p>Farm to Fork topic: Silk – From silkworm to clothing store. Practise 3-dimensional sketching techniques. Shading/Tonal/Stippli</p>	<p><b><u>Autumn 2 – Sustainability</u></b></p> <p><b><u>Painting</u></b></p> <p><b>(Shape/form/texture)</b></p> <p>Create a painting with a range of tertiary water colours with light and dark areas.</p>	<p><b><u>Spring 1– Zero to Hero</u></b></p> <p><b><u>Collage</u></b></p> <p>Create a collage for purpose with a colour block. Create colour block by using the same colour.</p> <p><b>Artist: Robin Brooks</b></p>	<p><b><u>Spring 2 –Zero to Hero</u></b></p> <p><b><u>Sculpture</u></b></p> <p>Still life sculpture. 3D visual art. Use of water to correct. Artist interpretation. Clay tools Create a sculpture for</p>	<p><b><u>Summer 1–Create &amp; Innovate</u></b></p>	<p><b><u>Summer 2–Create &amp; Innovate</u></b></p>

	<p>ng/ Hatching/Cross-hatching/Scuttling</p> <p>Research journey from silk farm to store, compile information in creative scrapbook poster.</p> <p>Leaf rubbings on paper</p> <p>Leaf rubbing/printing on clay</p> <p>Sculpting silkworms, eggs and cocoons.</p> <p>Paint with acrylic.</p>	<p>Focus on primary and the secondary colours. Colour mixing.</p> <p>Then tertiary colours. Creating darker and lighter colours by adding black or white.</p> <p>Contrasting colours to compliment.</p> <p><b>Artist: Anne Devenport</b></p>		<p>purpose in the shape of an animal with textures created through paint.</p> <p>Acrylic paint.</p> <p><b>Artist: Jian Mahony</b></p>		
	<p><b><u>Skills:</u></b></p> <p>To make good choices of resources and references to help develop ideas.</p> <p>To use a sketch book and draw thoughtfully so that work improves. Understanding ideas and helps plan a piece of artwork.</p> <p>To investigate the nature and qualities of different art materials and process in a sensible planned way.</p> <p>To use technical art skills learned to improve the qualities of pictures, objects and other pieces of art.</p> <p>To regularly think carefully about their own work and compare it with others' work.</p> <p>To talk about similarities and differences between their work and other pupils.</p> <p>To know about and describe some of the key ideas and techniques and working practises of different artists, craftspeople, architects and designers that have been studied.</p>					
<p><b>Design Technology</b></p> <p><b>(STEAM)</b></p>	<p><b>Autumn 1</b></p> <p><b>Slot Joint animals</b></p>	<p><b>Autumn 2</b></p> <p><b>Stationary holder</b></p>	<p><b>Mini STEAM projects</b></p> <p><b>(Zero to hero inventions)</b></p> <p><b>Making a trebucket windmill</b></p> <p><b>Coding introduction</b></p>	<p><b>Automata toy</b></p> <p><b>Gear and cogs movement</b></p>		

	<p><b>Skills:</b></p> <p>To start to generate ideas, considering the purposes for which they are designing.</p> <p>To confidently make labelled drawings from different views showing specific features.</p> <p>To begin to design in 3D. To begin to understand different angles and how to stay parallel when drawing in 3D.</p> <p>To begin to develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making, if the first attempt fails. To begin to understand making processes with more confidence.</p> <p>To understand how CAMS work</p> <p>To begin to understand coding and what is the purpose of coding</p> <p>To identify the strengths and areas for development in their ideas and products but also existing products.</p> <p>To begin to learn about designers, engineers and manufacturers, who have developed similar products.</p> <p>When planning, to consider the views of others, including intended users, to improve their work and to explain their choice of materials and components according to function and aesthetic.</p> <p>To understand why we create models and to create a model of their selected design.</p> <p>To select a wider range of tools and techniques for making their product safely.</p> <p>To know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>To start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>To understand and make a slot joint.</p> <p>To begin to understand how to use wood glue and potentially other fixing methods which can include using a hammer and nails.</p> <p>To understand how to improve a structures stability.</p> <p>To evaluate their products carrying out appropriate tests.</p> <p>To begin to understand what all the different tools and machines do in the workshop.</p> <p>To begin to make the correct decisions on decorating based on design.</p> <p>To understand and assemble various models focusing on movement, energy and structure.</p>
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<b>Music</b>	<p><b>Sound and Music</b></p> <p>Pupils develop an understanding of the importance of music in telling a story. They will compose music based on an idea, object or theme and perform this music using tuned and untuned percussion instruments.</p> <p>Pupils will learn the basics of ukulele playing and learn to perform the 'Latin Dance' as a whole class.</p>	<p><b>Learning the Ukulele</b></p> <p>Pupils will learn about the history and background of the ukulele. They will learn to strum and pick the ukulele and to play the chords C, F, G and A minor. Pupils will learn to play a popular music song, as a whole class ensemble. Those more proficient on the ukulele will be given opportunities to advance their skills.</p> <p>L1- Learning about the history and background of the ukulele.</p>	<p><b>Water Music</b></p>
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	<p><b>Skills:</b></p> <p><b>Listening and appraisal:</b></p> <p>Listening to music from a range of musical genres including Western Classical Music, World Music and Popular Music genres.</p> <p>Gaining an understanding of music within the context of history, society and other cultures</p> <p>Learning to aurally recognise instruments from China, Japan and Western orchestral instruments</p> <p>Learning about the elements of music- include rhythm, metre, tempo, pitch and melody, structure and form, harmony, tonality, texture, dynamics and timbre</p> <p><b>Composing:</b></p> <p>Understanding the importance of the elements of music and how they are used to compose and perform music,</p> <p>Composing music using graphic scores and simple music notation including crotchets, quavers, minims and rests.</p> <p>Composing music using staff notation on the treble clef</p> <p>Learning to compose music using MAC computers and iPads. Developing music technology skills by composing music using Garageband music software</p> <p>Performance:</p>
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	<p>Learning to play a range of instruments including the ukulele, tuned and untuned percussion, keyboards and the piano.</p> <p>Working collaboratively with your peers to perform a song</p> <p>Singing songs in a range of genres, in unison and in canon and two-part harmony</p> <p>Learning to apply the elements of music tempo, dynamics and harmony to a performance</p>					
PSHE	<p><b>Autumn 1</b></p> <p><b><u>Being Me in My World</u></b></p> <p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p><b>Autumn 2</b></p> <p><b><u>Healthy Me</u></b></p> <p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p><b>Spring 1</b></p> <p><b><u>Celebrating Differences</u></b></p> <p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p><b>Spring 2</b></p> <p><b><u>Dreams and Goals</u></b></p> <p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p><b>Summer 1</b></p> <p><b><u>Relationships</u></b></p> <p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation</p>	<p><b>Summer 2</b></p> <p><b><u>Changing Me</u></b></p> <p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
	<p><b>Skills:</b></p> <p><b>Being Me in My World:</b></p> <p><b>Healthy Me:</b></p> <p><b>Celebrating Differences:</b></p> <p><b>Dreams and Goals:</b></p> <p><b>Relationships:</b></p> <p><b>Changing Me:</b></p>					

French	Vocabulary and conversations about themselves	Vocabulary and conversations about pets and weather	The children will be introduced to vocabulary about daily meals and what they like and dislike. They will create and record their own conversations developing a basic understanding of question and answer format	Vocabulary and Conversations about French food and traditions. Looking at the different areas of France and what they specialise in. Children will be able to say what they prefer out of a group of different foods. Children will further develop their understanding of articles and gender.	Vocabulary and conversations about sport and entertainment	Building vocab into conversation
	<p><b>Skills:</b> <u>Speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><u>Listening:</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. <u>Reading:</u> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <u>Intercultural Diversity:</u> Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>					