

Year 4 Curriculum Overview

Please note:

For Literacy and Numeracy curriculum overviews please see separate documentation published on the school website.

Occasionally topics/objectives may be rearranged or adapted due to timetabling and the sharing/availability of resources.

	Autumn Term 1	Autumn Term 2	Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2
	<i>The Inventors</i>	<i>A Letter From Russia</i>	<i>Smashing Saxons and Scots</i>	<i>Pitch Perfect</i>	<i>Does it Matter?</i>	<i>Art Attack</i>	<i>Food Glorious Food</i>	<i>Victorious Vikings</i>	<i>Down By the River Environmental Explorers</i>
Science	<ul style="list-style-type: none"> To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors. 		<ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases To 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) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<ul style="list-style-type: none"> To construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things. To construct and interpret a variety of food chains, identifying producers, predators and prey. 	
<p><u>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</u></p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 									

History			<ul style="list-style-type: none"> ▪ To know about Britain's settlement by Anglo-Saxons and Scots. ▪ Hamilton - Invaders and Settlers: Anglo-Saxons 					<ul style="list-style-type: none"> ▪ To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ▪ Hamilton-Invaders and Settlers: Vikings 	
Geography		<ul style="list-style-type: none"> ▪ To understand geographical similarities and differences through the study of human and physical geography of [a region of the United Kingdom and] a region in a European country (France). ▪ To locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ▪ To describe and understand Key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 							<ul style="list-style-type: none"> ▪ To describe and understand key aspects of physical geography: rivers and the water cycle.
<ul style="list-style-type: none"> ▪ To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ▪ To use the eight points of a compass, four -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. ▪ To use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. 									

Design and Technology

- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- To understand how key events and individuals in design and technology have helped shape the world.
- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
- To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
- Hamilton - Rise of the Robot - Robots Alive

- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- To investigate and analyse a range of existing products.
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

- To understand and apply the principles of a healthy and varied diet.

Art		<ul style="list-style-type: none"> ▪ To create sketch books to record their observations and use them to review and revisit ideas. ▪ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. ▪ To know about great artists, architects and designers in history. 				<ul style="list-style-type: none"> ▪ To create sketch books to record their observations and use them to review and revisit ideas. ▪ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. ▪ To know about great artists, architects and designers in history. 			<ul style="list-style-type: none"> ▪ To create sketch books to record their observations and use them to review and revisit ideas. ▪ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. ▪ To know about great artists, architects and designers in history.
Computing	<ul style="list-style-type: none"> ▪ Pupils create and debug programs. ▪ They can: ▪ use sequence and repetition. ▪ refine algorithms to improve efficiency ▪ control or simulate physical systems ▪ Pupils, review their online activity, including maintaining amending online profiles, communication channels and publishing spaces to ensure they do not inadvertently reveal personal details. 	<ul style="list-style-type: none"> ▪ Pupils understand the role of web browsers when viewing web pages and can explain how individual web pages can be found (<i>e.g. by clicking on a favourite link, search result or by typing in a URL</i>). ▪ They recognise that there is a difference between the Internet and the World Wide Web. ▪ Pupils recognise and describe some of the services offered by the Internet, especially those used for communication and collaboration. 	<p><u>FILM MAKING PROJECT</u></p> <p>&</p> <ul style="list-style-type: none"> ▪ Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of digital content they access and create, using an increasing range of digital resources and devices ▪ Pupils show respect for content created by others by acknowledging sources, commenting respectfully and responsibly on other people's work and respecting privacy. They are discriminating about what they share and whether any permission is needed to do so. 	<ul style="list-style-type: none"> ▪ Pupils identify, collect and manipulate different types of data (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as information, showing a greater awareness of purpose and audience. 	<ul style="list-style-type: none"> ▪ Pupils become more discerning in their choice of search technology to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully. ▪ Pupils can identify a range of potential online risks including inappropriate contact or content and can identify ways of seeking support and reporting concerns. They exercise caution when receiving attachments and following web links contained in messages. 	<ul style="list-style-type: none"> ▪ Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create and debug programs efficiently. 			

Music	<u>Poetry</u> Looking at music notation with reference to metre and accent Building an extended performance piece from a poem Using canon and ostinati as accompaniments Paying attention to notation, accent, diminuendo and balance Using beatbox techniques to imitate the sound of a drum kit Performing a rap with a vocal beatbox accompaniment Performing a poem with rhythmic accuracy (choral speaking) Devising a rhythmic accompaniment based on repeated text fragments Balancing voices in a performance	<u>Environment</u> Exploring how different timbres can be descriptive Exploring combinations of different timbres to accompany a song Learning how to accompany a song with drone and ostinato on tuned percussion Exploring the descriptive music of two major composers Composing an introduction for a song	<u>Sounds</u> Learning about classifying instruments by the way sounds are produced Learning some simple beatboxing sounds Singing a song and adding beatboxing sounds Learning about aerophones Learning to sing partner songs Learning about classifying instruments by the way sounds are produced Exploring the combined expressive effects of different instrument groups	<u>Recycling</u> Making instruments Performing verse and chorus structure Interpreting notation Improvising Making instruments Performing verse and chorus structure Interpreting notation and improvising Understanding ABA structure Performing repeating rhythms Chanting in three parts Exploring sounds Performing rondo form	<u>Building</u> Learning about verse and chorus song structure Combining four body percussion ostinati as a song accompaniment Understanding texture Learning about layered structure in a rhythmic ostinato piece Creating rhythmic ostinati Accompanying a melody with a drone Describing the structure of a piece of orchestral music Reading a clock score to play a piece combining drone and melodic ostinati Using rondo structure to build a performance	<u>Around the World</u> Exploring the pentatonic scale Playing leaps Reading graphic notation Developing listening skills Describing music using musical and non-musical terms Composing and notating pentatonic melodies Playing a pentatonic song with leaps Combining tuned percussion, untuned percussion and singing	<u>Ancient Worlds</u> Learning a verse and chorus song Understanding that melodies have phrases Exploring layers and layering Comparing and contrasting structure Understanding layers in musical structure Identifying key features of minimalist structure Playing in groups Combining sections of music in a layered structure Rehearsing and preparing for a performance	<u>Singing Spanish</u> Singing in groups Creating descriptive music Singing in a minor key in groups Developing descriptive song accompaniments Singing in two parts with accompaniment Performing repeating rhythms Combining tuned percussion, untuned percussion and singing	<u>Communication</u> Copying rhythms and a short melody Playing ostinati and layering them in a performance Using music to communicate a meaning Composing a rap Playing ostinati and layering them in a performance	<u>Time</u> Identifying the metre of a new song Singing in three independent parts Playing and singing repeated patterns (ostinati) from notation Identifying metre in a piece of music Understanding syncopation and using off-beat rhythms in improvisation Combining independent parts in more than one metre Identifying how a well-known story has been told in music Creating music which tells a story	<u>In the past</u> Learning to play a Renaissance dance from notations Composing a fanfare Understanding simple musical structures Learning a dance and playing music used for celebrations Learning a 1960s pop song Creating a performance	<u>Food and Drink</u> Combining expressive use of the voice with physical movement Responding to sound with visual signals Performing sequences of sounds matched to visual sequences Singing a call and response chant Composing and playing sequences of word rhythms Understanding and performing rondo structure Learning a traditional West African call and response song Learning to sing a verse and chorus song Learning rhythmic and melodic accompaniments for a song and combining them in a performance
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	<p>By the end of KS2:</p> <ul style="list-style-type: none"> ▪ To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ▪ To improvise and compose music for a range of purposes using the inter-related dimensions of music. ▪ To listen with attention to detail and recall sounds with increasing aural memory. ▪ To use and understand staff and other musical notations. ▪ To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ▪ To develop an understanding of the history of music. 					
	<p>Les quatre amis (The four friends) QCA Unit 5</p> <ul style="list-style-type: none"> • Describing animals • Understanding simple instructions • Making simple statements about movement 	<p>Le carnaval des animaux (Carnival of the Animals) QVA Unit 11</p> <ul style="list-style-type: none"> • Animals and their habitats • Giving simple description of animals and their habitats • Telling the time on the hour • Asking and answering simple questions 	<p>L'argent de poche (Pocket money) QCA Unit 8</p> <ul style="list-style-type: none"> • Expressing opinions about likes and dislikes (food and toys) • Justifying opinion • Numbers 21-39 • Simple prices 	<p>Vive le sport! (Our sporting lives) QCA Unit 10</p> <ul style="list-style-type: none"> • Healthy food and drinks • Making simple sentences (about activities and food) 	<p>On y va (All aboard) QCA Unit 7</p> <ul style="list-style-type: none"> • Travel • Weather • Making statements (about travel) • Describing the weather • Days of the week 	<p>Notre école (Our school) QCA Unit 19</p> <ul style="list-style-type: none"> • Places around the school • Everyday school routines • School subjects • Making statements about the school environment and everyday school routines • Making statements about breaktime activities, with reference to the past • Telling the time using half-hours, quarter-hours and 24-hour clock notation
	<p>By the end of KS2</p> <ul style="list-style-type: none"> ▪ To listen attentively to spoken language and show understanding by joining in and responding ▪ To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ To speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ To present ideas and information orally to a range of audiences* ▪ To read carefully and show understanding of words, phrases and simple writing ▪ To appreciate stories, songs, poems and rhymes in the language ▪ To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ To write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ To describe people, places, things and actions orally* and in writing ▪ To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 					

Swimming			Games: Hockey	OAA	Games: football
Beginners	Improvers	Advanced			
<ul style="list-style-type: none"> ▪ To be confident in moving around the pool. ▪ To be comfortable in getting face wet. ▪ To introduce leg action. ▪ To float on fronts and backs in a horizontal body position. ▪ To rotate from floating on fronts to floating on backs. ▪ To introduce push and glides on fronts. ▪ Develop our front crawl leg kick. ▪ How to use a front crawl arm action. ▪ To practise and refine our front crawl arm action. ▪ Incorporate breathing in our front crawl. ▪ To perform a push and glide on our backs. ▪ To Introduce backstroke leg action. ▪ Use a backstroke arm action. ▪ Practise and refine our front crawl techniques. ▪ Practise and refine our backstroke technique. 	<ul style="list-style-type: none"> ▪ Recognise, achieve and maintain a streamlined body position. ▪ Understand the importance of a streamlined body position in swimming. ▪ Use an effective front crawl leg kick to travel across the pool. ▪ To submerge and travel underwater. ▪ To use an effective front crawl arm action. ▪ Combine our learning to be able to swim front crawl in a controlled stroke. ▪ Achieve a good body position on our back. ▪ Use an effective backstroke leg kick. ▪ Develop our aquatic skills by performing a sculling action. ▪ Use an effective backstroke arm action. ▪ Further develop our sculling action. ▪ Swim using a breaststroke leg kick. ▪ Practising and refining our submerging and underwater swimming using different techniques. ▪ Use a breaststroke arm action. ▪ Practising and refining our submerging and underwater swimming using different techniques. ▪ Practise and refine our front crawl techniques. ▪ Use an undulating dolphin action. ▪ Practising and refining our backstroke techniques. ▪ Practising and refining our submerging and underwater swimming using different techniques. ▪ To practise and refine our breaststroke techniques. ▪ Practising and refining our submerging and underwater swimming using different techniques. 	<ul style="list-style-type: none"> ▪ To be able to achieve a streamlined body position. ▪ To use an effective front crawl leg kick. ▪ To tread water to develop our personal survival techniques. ▪ To use an effective front crawl arm action. ▪ To further develop our personal survival skills by learning to straddle entry. ▪ To use an effective backstroke leg kick. ▪ To further develop our personal survival techniques by learning sculling. ▪ To use an effective backstroke arm action. ▪ To further develop our personal survival techniques by learning sculling. ▪ Use an efficient breaststroke leg kick. ▪ Submerge and swim underwater. ▪ Use an effective breaststroke arm action. ▪ Practise and refine our underwater swimming techniques. ▪ Practise and refine our front crawl techniques. ▪ Use an undulating dolphin action. ▪ Practising and refining our backstroke techniques. ▪ Practising and refining our submerging and underwater swimming using different techniques. ▪ To practise and refine our breaststroke techniques. ▪ Practising and refining our submerging and underwater swimming using different techniques. 	<ul style="list-style-type: none"> ▪ Move the ball with closer control ▪ Progressively move the ball and stick away from their feet to improve speed and vision ▪ Vary the speed at which they move with the ball ▪ Keep control of the ball whilst changing direction ▪ Develop techniques to improve visual contact with team mates ▪ Pass accurately to a team member ▪ Decide when to pass the ball ▪ Keep the ball under close control ▪ Prepare their bodies, sticks and ball in order to pass accurately ▪ Be aware of where partners are in order to pass appropriately ▪ Receive the ball under control ▪ All children will understand how to pass the ball over longer distances with accuracy ▪ Most children will be able to pass the ball over longer distances with accuracy ▪ Some children will be able to pass the ball over longer distances ▪ All children will show improvement in accuracy, power and control throughout the session ▪ Work as part of a team to achieve a goal ▪ Use a range of skills and apply when appropriate to a given situation ▪ Apply individual skills and knowledge within a team situation ▪ Apply all of the skills they have learnt in a festival 	<ul style="list-style-type: none"> ▪ To develop communication and cooperation skills in relation to problem solving skills - both verbal and nonverbal. ▪ To understand safe practice. ▪ To solve simple problems and discuss their actions. ▪ To develop communication and cooperation skills in relation to problem solving and trust skills. ▪ Give and receive verbal instructions that guide others through a pre-determined course. ▪ Listen to and follow instructions. ▪ To create and follow a range of trails that can be undertaken as a paired and also solo journey. ▪ To recognise hazards, assess the risks and take action to control the risks. ▪ To understanding what a map is and simple concepts in using a map. ▪ To develop the skills of map reading and map orientation. ▪ To plan, prepare and cook on an open fire. 	<ul style="list-style-type: none"> ▪ To practise and improve accuracy and control of dribbling and passing skills. ▪ To apply dribbling and passing skills into small-sided competitive games. ▪ To practise and improve accuracy and control of dribbling and passing skills. ▪ To observe and evaluate others' work focusing on effective performance, including basic attacking play.

<p><u>Gym: Principles of balance</u></p> <ul style="list-style-type: none"> To apply the Principles of Balance to make balances easier or more challenging to control. To adapt an existing movement phrase or create a new movement phrase to show smooth transitions between balances. To link balances covering different levels and to involve a bench in the performance of balances. To explore ways of performing balances using large apparatus and explain how this affects the Principles of Balance. To explore transitions into and out of balances on large apparatus and link the best ideas into movement phrases using other actions. To remember, improve and perform a movement phrase linking balances on the floor and apparatus. 	<p><u>Dance: Cold Places</u></p> <ul style="list-style-type: none"> To create and perform short movement phrases showing clear positions of stillness, stepping pattern and interweaving pathways. To observe and evaluate movements describing character and quality of movement. To observe and evaluate movements describing quality of movement. To create and perform a duo communicating a character dance of penguins. To observe and evaluate movements describing penguin character and quality of movement. To create and perform a duo communicating a character dance of penguins and polar bears. To create and perform a duo communicating a character dance of penguins and polar bears. 	<p><u>Gym: rotation</u></p> <ul style="list-style-type: none"> To link a basic roll, turn and spin into a conditioning phrase developed to include a further rolling action and/or roll as a transitional action. To create a short movement phrase linking a spin and/or turn to a roll showing a change of direction and movement in different directions. To create a short movement phrase linking 2 twisting actions with other rotation/transition actions performed with control on different levels. To create a movement phrase linking 3-4 different rotational actions showing quality of movement and variation in speed. To remember a movement phrase linking 3-4 rotational actions and to improve it to show clarity and variations in speed, level and direction. To remember, improve and perform the movement phrase showing control, quality and clarity and variations in speed, level and direction. 	<p><u>Dance: Rugby and the Haka</u></p> <ul style="list-style-type: none"> To develop and perform the actions of mirroring, unison and travel, including formations which express different actions in games. To create and perform movement phrases using the compositional ideas of action/reaction (push/pull). To create and perform movement phrases working in small groups. To develop and perform further actions which express different actions in rugby games, specifically the line-out. To perform the complete dance sections which express the different actions in rugby and the ceremonial haka. To perform movement phrases working fluently in small groups. To perform the complete dance sections which express the different actions in rugby and the ceremonial haka. 	<p><u>Games: Volleyball</u></p> <ul style="list-style-type: none"> To introduce the game of Volleyball. To play a Volleyball related game in a group To continue the game of volleyball To learn the Dig To reinforce the Dig and Volley To play a game of volleyball over a badminton net. To introduce the serve To introduce rotation into the game. To recap on serving To introduce a mini tournament Recap during games on skills and terminology 	<p><u>Games: Speedball</u></p> <ul style="list-style-type: none"> To practise and improve accuracy and control of dribbling and passing skills To apply dribbling and passing skills into small-sided competitive games To observe and evaluate others' work focusing on effective performance, including basic attacking play 	
<p>By the end of KS2:</p> <ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. To compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						

<p>Why is prayer important to Muslims and not for some people?</p> <ul style="list-style-type: none"> ▪ To know that prayer is a way of communicating with God. ▪ To understand that faith and prayer are linked inextricably. ▪ To understand why people feel the need to pray. ▪ To define the meaning of term 'prayer'. ▪ To think for themselves about the idea of praying as a way to talk to God. ▪ To understand the importance of Salah to all Muslims as part of the Five Pillars. ▪ To consider the words Muslim people use in prayer. ▪ To talk thoughtfully about the meanings of the words used in prayer by Muslims. ▪ To know that Salah is an important duty central to the lives of Muslims. ▪ To begin to understand that prayer is a way for Muslims to express their faith. ▪ To be aware of how prayer is part of the pattern of daily life for Muslims. ▪ To recognise the importance of Muslims to belong to a worldwide community. ▪ To understand that Friday prayers strengthens individuals' faith, families and the community. ▪ To understand that Friday prayers are a way of expressing belonging and depending upon Allah. ▪ To consider the differences in belief and ways of life to do with prayer, and ask what these differences mean. ▪ To engage in an activity with a reflective purpose. ▪ To reflect, using stillness and silence, to think more deeply for themselves. ▪ To show what they have found out about how and why Jews and Muslims pray. 	<p>Islamic art</p> <ul style="list-style-type: none"> ▪ To know the three principle elements of Islamic Art; calligraphy, arabesque & geometry. ▪ To explore the geometry of Islamic Art. ▪ To explore the principal laws of creation in Islamic Art. ▪ To understand why Muslims use the Qur'an frequently in art. ▪ To understand why Islamic art is based around writing and geometry. ▪ To understand that calligraphy is a reminder for Muslims of the truths of Islam. ▪ To talk thoughtfully about the meanings of the 99 Beautiful Names of Allah. ▪ To learn how to write their name in Arabic calligraphy. ▪ To use knowledge of Arabic calligraphy to create own design. ▪ To discuss the messages of the Qur'an through Islamic art. 	<p>Christian worship</p> <ul style="list-style-type: none"> ▪ To explore what is meant by a church. ▪ To know the similarities and differences between places of worship and the reasons for this. ▪ To know the different Christian denominations including those specific to the locality. ▪ To know the different features of churches and understand their uses. ▪ To consider the similarities and differences of these features in different places of Christian worship around the world. ▪ To begin to understand that Christianity is a world religion and that whilst the core beliefs of the faith remain the same, some belief and practice have been adapted to the local context. ▪ To explore different worship styles and groups of worshippers. ▪ To understand the various layouts of churches of different denominations and how this is linked to core beliefs and practices. ▪ To design a new church for the community incorporating all the required features and listing their reasoning for the layout. 	<p>The Church year</p> <ul style="list-style-type: none"> ▪ To know that Lent is a time when Christians remember the temptations of Jesus. ▪ To recognise that Lent is a time of preparation for Easter in the lives of Christians. ▪ To reflect on personal temptations and how to be strong. ▪ To know the events of Palm Sunday. ▪ To consider the hopes and dreams of the crowd on Palm Sunday. ▪ To be aware of the pressures to perform or conform. ▪ To know the significance of the Last Supper. ▪ To know that Christians believe Jesus came as a Servant King not as a ruler. ▪ To describe some links between the Last Supper and Holy Communion. ▪ To know about the events which led up to the arrest of Jesus. ▪ To reflect upon the feelings of those associated with the crucifixion. ▪ To consider the reasons why Jesus was crucified. ▪ To know why Christians believe in life after death. ▪ To reflect on what happens after death. ▪ To explain what the Ascension means to some Christians? ▪ To know the story of the first Pentecost. ▪ To reflect on feelings of courage, determination and power. ▪ To show understanding of why the Resurrection matters to Christians. ▪ To compare my responses with those of my friends. ▪ To reflect on what I have learned about Easter. ▪ To show my understanding about Easter. 	<p>Words of wisdom</p> <ul style="list-style-type: none"> ▪ To experience the practice of „stilling“. ▪ To know that shared stillness can help us to think deeply, use our imagination well and be creative. ▪ To use breathing exercises to enable pupils to think deeply and use imaginative abilities. ▪ To experience how tensing and focusing on parts of the body can help in using a relaxed mind for learning imaginatively. ▪ To understand Sikh teaching about the things that matter more than money, such as justice, service to others and appreciating the divine. ▪ To use a stilling technique and a contemplation activity to deepen understanding of values beyond mere „cash value“. ▪ To make sense of links between Sikh story, scripture and teaching, and ideas of one's own. ▪ To explore and respond to ideas about creation from Islamic traditions. ▪ To think about the beauty of the Earth for themselves, connecting their thoughts to the idea of thankfulness. ▪ To describe and understand the teaching of St. Paul in the Bible about love, and to broaden and deepen their own understanding of the idea of love. ▪ To express their understanding of wisdom creatively. ▪ To work collaboratively to create a shared selection of wise words. ▪ To learn about questions to do with the nature of sacred writing and holy texts, recognising and starting to understand the influence of such texts on millions of people over thousands of years. 	<p>Philosophy</p> <ul style="list-style-type: none"> ▪ To reflect on our own ideas about what peace is. ▪ To recognise that peace means different things to different people. ▪ To consider situations of conflict in our lives where we may be able to help bring peace. ▪ To recognise our own values and those of others with regard to peace. ▪ To suggest meanings for symbols including religious ones. ▪ To represent peace symbolically. ▪ To recognise that there are a variety of places of peace. ▪ To reflect upon, and suggest reasons for the need for, places of peace. ▪ To consider and describe how it feels to experience a "peaceful" time, and reflect upon and respond to a peaceful story. ▪ To know that silence can be an important part of religious worship. ▪ To ask, and respond sensitively to, questions about the place of peace in religion. ▪ To begin to identify the impact of religion on believers' life style. ▪ To identify people/groups who work for peace. ▪ To describe reasons why working for peace is important for some people. ▪ To identify people/groups who work for peace and suggest reasons for their actions. ▪ To express the concept of peace through music and dance. ▪ To consider practical things that they can do to help promote peace in their communities.
<p>All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.</p>					

My Emotions

- To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable.
- To understand some of the ways emotions may affect our interactions with others.
- To be able to think about their worries and decide what they might do about them. Cultural
- To know when they should share a worry and have some strategies to start conversations about their worries. Cultural
- To be able to get support when they need it.
- To understand the 'fight or flight' response and how it might affect them.
- To recognise some of the strengths and personal qualities of themselves and others.
- To understand that how we feel can affect how we tackle things and whether or not we find them difficult.
- To know some strategies to move from an uncomfortable state to a more positive one.
- To recognise when they are becoming upset or angry and have some good strategies to help them calm down.
- To know what it means to be assertive and to be able to act assertively.
- To be able to use the 'problem-solving process' without help sometimes. Moral
- To understand what they have learned in this unit and be able to share it with others.
- Diversity and communities
- To explore what makes up their identity and that of other people.
- To know some of the different views, lifestyles and beliefs people have. Spiritual
- To know about different national, religious and ethnic communities that exist in the UK.
- To understand how to value difference and respect diversity.
- To understand what stereotypes are and know some ways to challenge them.
- To be able to describe what groups and communities exist around them and which they are part of.
- To know about some of the roles of people in the community.
- To explore what support is available in the community for people who need it.
- To understand the different forms the media takes and some of what it does.
- To understand some of the needs of and show how to care for the local environment.
- To know about the needs of animals, and the responsibilities of humans towards them.
- To recognise what is important when choosing pets and to understand their care needs.
- To understand what they have learned and be able to share it with others.

Anti-bullying

- To understand the key characteristics of bullying.
- To understand different forms of bullying including cyberbullying.
- To understand a range of reasons for why bullying happens.
- To understand how bullying can occur when people do not value and respect difference and diversity.
- To understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave.
- To understand strategies for keeping themselves safe from bullying including how to respond assertively.
- To understand strategies for responding to bullying in a range of contexts including cyberbullying.
- To understand a range of ways to make someone who is being bullied feel better.
- To understand what bystanders can do to improve the situation if they see bullying happening to someone else.
- To identify places in school where bullying may happen.
- To identify ways of making the school a safer place where bullying is less likely to happen.
- To understand what they have learned and be able to share it with others.
- Right, rules and responsibilities
- To understand the difference between rights, wants and needs.
- To understand that rights come with responsibilities and how these affect their home and school life.
- To understand why rules are needed at home and at school.
- To be able to participate in making and changing rules.
- To understand how democratic decisions can be made in school.
- To develop skills to contribute to democratic decision making in school.
- To understand how children might be democratically elected at school to represent or act on behalf of others.
- To take part in simple debating and voting.
- To understand what they have learned and to be able to share it with others.

Financial Capability

- To know that there are different ways to gain money, including paid work, and different ways to keep it safe.
- To know that there is a range of ways to pay for things (some involving debit/credit/borrowing) and they have consequences.
- To understand that individuals and families may manage their money in different ways according to values, culture, circumstances etc.
- To understand that choices made can have an impact on individuals, families and beyond.
- To understand that feelings about money can change and may be uncomfortable and complex.
- To develop an understanding of issues relating to poverty.
- To begin to understand why charities exist and how they might help.
- To be able to make informed choices about how money is spent and keep track of spending.
- To understand what they have learned in this unit and be able to share it with others.

Managing Risk

- To be able to identify physical, social and emotional risks.
- To understand that pressure to act in a risky way might come from people they know.
- To state possible physical and mental reaction to different risks.
- To develop a range of strategies to aid decision making in risky situations.
- To know some ways to reduce risk in a variety of situations.
- To recognise some of the causes of accidents and ways to prevent them.
- To be able to suggest someone they would tell in different risky situations.
- To be able to recognise an emergency and take suitable action.
- To understand what they have learned and be able to share it with others.

Drug Education

- To understand more about different types of drugs and how they can enter the bloodstream.
- To develop understanding about essential use of medicines and people who use and administer them.
- To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules.
- To develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and why.
- To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found.
- To begin to recognise influences from friends, the media and other sources and how to deal with these.
- To understand what they have learned and be able to share it with others.

Managing Change

- To identify changes that they and other children may experience in their lives.
- To name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings.
- To be able to describe how someone who experiences bereavement might feel.
- To develop strategies for coping with feelings associated with loss and change.
- To know who can help them if they are experiencing difficult emotions, and how to approach them.
- To understand that some changes are wanted and that they can plan for them.
- To understand what they have learned and be able to share it with others.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

