










## Year 4 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Revolutionary Romans</b>	<b>Trader to Raider</b>	<b>Marvellous Maya</b>	<b>Art Attack</b>	<b>#COD3BR4AK3RS</b>	<b>From Head to Toe</b>
<b>Key Themes</b>	(History) Impact of the Roman Empire on Britain	(History/Geography) -Anglo Saxons & Vikings - Counties/ cities of UK -Rivers- Settlements -Local History in Derby	(History) -Early civilisation -Contrast with British History	(Art through the time periods) - Water cycle & Water distribution	(Computing/Technology) -How technology has changed through time and the impact this has had	(Science) -Digestive System -Teeth -Food and Diet -Sound
<b>Key Figures, Events, Places</b>	Boudica's Revolt	Mercia (Derbyshire) King Offa	Ajaw of Aguteca <i>(can be compared to King Offa)</i>	David Hockney (A bigger splash) Banksy (We're all in the same boat, I don't believe in global warming)	Ada Lovelace Bill Gates Larry Page and Sergey Brin	William Addis Dr. Milad Shadrooh (The Singing Dentist)
<b>Core Text/s</b>	Queen of Darkness- Tony Bradman So You Think You've Got It Bad: Ancient Rome	Beowulf- Michael Morpurgo The History Detective Investigates Anglo Saxons	Rain Player The Maya (Great Civilizations)	How to Steal the Mona Lisa- Bethany Walker Women in Art	The History of the Computer Agent Asha: Mission Shark Bytes	Illumanatomy A Journey Through the Digestive System
<b>Reading</b>	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a wide range of non-fiction and reference / textbooks.</b> -Retrieve and record information from nonfiction.	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a wide range of fiction texts.</b> -Discuss words and phrases that capture the readers interest and imagination.	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a range of poetry.</b> -Prepare poems to read aloud and perform showing intonation, tone, volume and action.  -Recognise different forms of poetry – free verse and narrative.	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a range of play scripts.</b> - Prepare play scripts to read aloud and perform showing intonation, tone, volume and action.	<i>Vipers to be taught through each lesson</i>  <b>Understand what they read in books that they can read independently, by:</b>  -Draw inferences from actions, feelings, thoughts and motives	<i>Vipers to be taught through each lesson</i>  <b>Understand what they read in books that they can read independently, by:</b>  -Identify the main ideas drawn from a paragraph and summarising these  -Identify how language, structure and presentation contribute to meaning
<b>Writing</b>	 To inform					
<b>Speaking &amp; Listening/ Drama</b>	Outcome: Improvise (in role play) what might happen next in a setting that is not familiar to the children		Outcome: Perform their own radio or TV advert in a small group, including a catchy jingle. <i>*link to Music (Mayan chocolate)</i>		Outcome: Talk to unfamiliar staff for market research and present findings <i>*link to DT project</i>	
<b>Maths</b>	<b>Number- Place Value</b> count in multiples of 6, 7, 9, 25 and 1000	<b>Measurement- Length and perimeter</b> Convert between different units of measure kilometre to metre	<b>Number- Multiplication and division (continued from Autumn 2)</b>	<b>Number- Fractions (continued from Spring 1)</b>  <b>Number- Decimals</b>	<b>Number- Decimals (continued from Summer 1)</b>  <b>Measurement- Money</b>	<b>Statistics</b> interpret and present discrete and continuous data using appropriate graphical methods,

	<p>find 1000 more or less than a given number</p> <p>count backwards through zero to include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p><b>Number- Addition and subtraction</b></p> <p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p><b>Number- Multiplication and division (3 weeks)</b></p> <p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>	<p><b>Measurement- Area</b></p> <p>find the area of rectilinear shapes by counting squares</p> <p><b>Number- Fractions</b></p> <p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>add and subtract fractions with the same denominator</p>	<p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p><b>Measurement- Time</b></p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute] · measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres · find the area of rectilinear shapes by counting squares · estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>including bar charts and time graphs.</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Geometry- Properties of shape</b></p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>Geometry- Position and direction.</b></p> <p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon.</p>
<p>Science</p>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Sound</b></p> <p>-To identify how sounds are made, associating some of them with something vibrating</p>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Living things and their habitats</b></p> <p>-To recognise that living things can be grouped in a variety of ways</p> <p>-To explore and use classification keys to help group, identify</p>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>States of Matter</b></p> <p>-To compare and group materials together, according to whether they are solids, liquids or gases</p>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Electricity</b></p> <p>-To identify common appliances that run on electricity</p> <p>-To construct a simple series electrical circuit, identifying and naming its basic parts, including</p>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Animals, including humans</b></p> <p>-To describe the simple functions of the basic parts</p>	

	<p>-To recognise that vibrations from sounds travel through a medium to the ear</p> <p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>-To find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>-To recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>and name a variety of living things in their local and wider environment</p> <p>- To recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>-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)</p> <p>-To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>cells, wires, bulbs, switches and buzzers</p> <p>-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</p> <p>-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</p> <p>-To recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>of the digestive system in humans</p> <p>-To identify the different types of teeth in humans and their simple functions</p> <p>-To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
Computing	<p><b>NCCE Creating Media – Animation (Y3)</b></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, analysing, evaluating and presenting data and information;</p>		<p><b>NCCE Data and information – Branching databases (Y3)</b></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, analysing, evaluating, and presenting data and information</p> <p>-Use technology safely, respectfully, and responsibly</p>		<p><b>NCCE Programming B – Repetition in games (Y4)</b></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, analysing, evaluating and presenting data and information</p>	
E-Safety	<p><b>Online Bullying (PE)</b></p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p><b>Managing online information (PE)</b></p> <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p><b>Managing online information (C)</b></p> <p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p>		<p><b>Self-image and identify (PE)</b></p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain how my online identity can be different to my offline identity.</p> <p><b>Online Relationships (PE)</b></p> <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p><b>Online Reputation (PE)</b></p> <p>I can describe how others can find out information about me by looking online.</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p> <p><b>Self-image and identity (PE)</b></p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>		<p><b>Health, well-being and lifestyle (PE)</b></p> <p>I can explain how using technology can be a distraction from other things in both a positive and negative way.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>I can suggest strategies to help me limit this time.</p> <p><b>Privacy and security (PE)</b></p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that the internet use is never fully private and is monitored.</p> <p>I can describe how some online services may seek to consent to store information about me and I know how to respond appropriately and who I can ask for help if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p><b>Copyright and ownership (PE)</b></p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	

	<p><b>Copyright and ownership (C)</b>  I can explain why copying someone else's work from the internet without permission can cause problems.  I can give examples of what those problems might be.  When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.  I can give some simple examples.  I can give examples of content that is permitted to be reused.  I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>					
History	Started in 43BC	Started in 450AD	2000BC		Changes in technology over time and their impact	
	-The Roman Empire and its impact on Britain	-Britain's settlement by Anglo-Saxons and Scots  -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	-A non-European society that provides contrasts with British history		-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
<p>Objectives highlighted below should be taught explicitly to meet National Curriculum Attainment Objectives:  To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  To note connections, contrasts and trends over time and develop the appropriate use of historical terms.  To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance  To construct informed responses that involve thoughtful selection and organisation of relevant historical information.  To understand how our knowledge of the past is constructed from a range of sources.  To gain and deploy a historically grounded understanding of abstract terms  To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>						
Geography	<p><b>Human and physical geography</b>  -To describe and understand key aspects within human geography, including: types of settlement and land use  -To describe and understand key aspects within physical geography: volcanoes.</p> <p><b>Place Knowledge</b>  -To understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	<p><b>Locational knowledge</b>  -To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>		<p><b>Human and physical geography</b>  -To describe and understand key aspects within physical geography: water cycle  -To describe and understand key aspects within human geography: and the distribution of natural resources including energy and water</p> <p><b>Geographical skills and fieldwork</b>  -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</p>		
Art and Design				Monet Bankys		Elizabeth Berrien

			<p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques, of textiles (Maya- Simple weaving)</p>	<p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques of drawing, painting using oil pastels and paints</p> <p>-Great artists in history (Printing-foam &amp; painting)</p>		<p>-To improve their mastery of art and design techniques, including sculpture with wire</p> <p>Wire sculpture- Make a body/ person</p>
<p>Design and Technology</p>	<p><b>Design</b> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-Generate, develop, model and communicate their ideas through discussion and annotated sketches,</p> <p><b>Make</b> -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-Understand how key events and individuals in design and</p>	<p><b>Design</b> -Generate, develop, model and communicate their ideas through discussion, cross-sectional and exploded diagrams</p> <p><b>Make</b> -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate</b> -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-Understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical Knowledge</b> -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>* Viking longship</p>			<p><b>Design</b> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>-Generate, develop, model and communicate their ideas through discussion</p> <p><b>Make</b> -Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> -Investigate and analyse a range of existing products</p> <p>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical Knowledge</b> -Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	

	<p>technology have helped shape the world</p> <p><b>Technical Knowledge</b> -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><i>*Making a colosseum Joining techniques using slots, L brace, tie hinge joints.</i></p>				* Create a game with electrical systems e.g. buzzers & switches	
Music	<p style="text-align: center;"><b>*Whole class instrument teaching- ukulele</b> KAPOW Unit 1- Changes in pitch, tempo and dynamics (Theme- Rivers) KAPOW Unit 2- Samba and carnival sounds</p> <p style="text-align: center;"><b>All national curriculum objectives interwoven through each unit of lessons-</b></p> <ul style="list-style-type: none"> <li>- Play and perform in solo &amp; ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Use and understand staff and other musical notations</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Develop an understanding of the history of music</li> </ul>					
Physical Education	Dance Ball Skills	Gymnastics Fitness	Handball Tag rugby	Tennis Netball <b>* Bikeability Level 1</b>	Athletics OAA	Cricket Hockey
French	<p style="text-align: center;">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 spelling, sound and meaning of words. 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 structure. 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. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhythms 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing.</p> <p style="text-align: center;">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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
	Language Angels: I'm learning French	Language Angels: I'm learning French	Language Angels: Date	Language Angels: Date	Language Angels: Animals	Language Angels: Animals
RE	Why do people pray? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>	What does it mean to be a Hindu?	What does it mean to be a Christian in Britain today?	Why are festivals important in religious communities?	What can we learn from religions about deciding what is right and wrong?	Why do some people think that life is a journey and what significant experiences mark this?
Jigsaw (PSHE)	<p><b>Being me in my world</b> (BM lessons, 1, 2, 3, 4)</p> <ul style="list-style-type: none"> <li>-I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued</li> <li>-I understand who is in my school community, the roles they play and how</li> </ul>	<p><b>Celebrating differences</b> (CD lessons, 2, 3, 4, 5)</p> <ul style="list-style-type: none"> <li>- I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people</li> <li>- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a</li> </ul>	<p><b>Dreams and goals</b> (DG lessons, 1, 2, 4, 5)</p> <ul style="list-style-type: none"> <li>-I can tell you about some of my hopes and dreams</li> <li>I know how it feels to have hopes and dreams</li> <li>- I understand that sometimes hopes and dreams do not come true and that this can hurt</li> <li>I know how disappointment feels and can identify when I have felt that way</li> </ul>	<p><b>Healthy Me</b> <b>RSE – Statutory</b> <b>All lessons must be taught</b></p> <ul style="list-style-type: none"> <li>- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I can identify the feelings I have about my friends and my different friendship groups</li> <li>- I understand there are people who take on the roles of leaders or followers in a group,</li> </ul>	<p><b>Relationships</b> <b>RSE – Statutory</b> <b>All lessons must be taught</b></p> <ul style="list-style-type: none"> <li>-I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</li> <li>- I can identify someone I love and can express why they are special to me</li> </ul>	<p><b>Changing Me</b> <b>RSE – Statutory</b> <b>All lessons must be taught</b></p> <ul style="list-style-type: none"> <li>- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</li> <li>I appreciate that I am a truly unique human being</li> <li>- I can correctly label the internal and external parts of</li> </ul>

	<p>I fit in. I can take on a role in a group and contribute to the overall outcome</p> <ul style="list-style-type: none"> <li>- I understand how democracy works through the School Council I can recognise my contribution to making a Learning Charter for the whole school</li> <li>- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li> </ul> <p>I understand how rewards and consequences motivate people's behaviour</p>	<p>witness to and a target of bullying.</p> <ul style="list-style-type: none"> <li>- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others</li> <li>- I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to make a new plan and set new goals even if I have been disappointed, I know what it means to be resilient and to have a positive attitude</li> <li>- I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge</li> </ul>	<p>and I know the role I take on in different situations I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p> <ul style="list-style-type: none"> <li>- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</li> <li>- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</li> <li>- I can recognise when people are putting me under pressure and can explain ways to resist this when I want I can identify feelings of anxiety and fear associated with peer pressure</li> <li>- I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive</li> </ul>	<p>I know how most people feel when they lose someone or something they love.</p> <ul style="list-style-type: none"> <li>- I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them</li> <li>- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise</li> </ul> <p>5. I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p> <ul style="list-style-type: none"> <li>- I know how to show love and appreciation to the people and animals who are special to me</li> </ul> <p>I can love and be loved</p>	<p>male and female bodies that are necessary for making a baby</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <ul style="list-style-type: none"> <li>- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> <li>- I know how the circle of change works and can apply it to changes I want to make in my life</li> </ul> <p>I am confident enough to try to make changes when I think they will benefit me</p> <ul style="list-style-type: none"> <li>- I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</li> <li>- I can identify what I am looking forward to when I move to a new class I can reflect on the changes I would like to make next year and can describe how to go about this</li> </ul>
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Please see each year group's half termly Curriculum Packs for more detail on topic coverage and objectives.

Progression Maps and Subject Guides are a planning tool which support the LTP.