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| **Year 4** |
| **Geography** |
| **Picture Our Planet** |
| **Concepts****NC -** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America1. To know some key facts about Brazil / Scotland / Fiji
2. To know some of the physical features of Brazil / Scotland / Fiji
3. To know some of the human features of Brazil / Scotland / Fiji
4. To understand some of the traditions and customs of Brazil / Scotland / Fiji
5. To understand how Brazil / Scotland / Fiji is tackling conservation issues
 |
| **Skills**Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge35 Identify where significant places are located in the wider world Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales |
| **Out and About** |
| **Concepts**1. 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, rivers), and understand how some of these aspects have changed over time (NC)
2. To know and use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (NC)
3. To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world
4. To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)
 |
| **Skills**Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge35 Identify where significant places are located in the wider world Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales Ge38 Use appropriate geographical vocabulary in communicating findings Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data Ge40 Describe, compare and offer reasons for their views Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales Ge42 Use secondary sources of information and ICT as part of investigations plans  |
| **Window On The World** |
| **Concepts**1. To describe and understand key aspects of human geography, including types of settlement and land use (NC)
2. To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)
3. To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries
 |
| **Skills**Ge33 Ask and respond to geographical questions and offer their own ideasGe34 Explore places with different climate zones and compare and describe how climate affects living thingsGe36 Observe and appreciate the relationship between the physical, built and economic and social environmentsGe37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scalesGe38 Use appropriate geographical vocabulary in communicating findings Ge40 Describe, compare and offer reasons for their viewsGe41 Interpret information from different types of atlases, globes, maps and plans at a range of scales Ge42 Use secondary sources of information and ICT as part of investigations |

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| **Year 4**  |
| **Science** |
| **Rocky The Findosaur** |
| **Concepts**1. To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (NC)
2. To know and describe in simple terms how fossils are formed when things that have lived are trapped within rock (NC)
3. To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (UKS2 NC)
4. To know that soils are made from rocks and organic matter (NC)
5. To compare and group materials together, according to whether they are solids, liquids or gases (NC)
6. To know and observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (oC) (NC)
7. To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (NC)
 |
| **Skills**Sc25 Set up and carry out simple practical enquiries, comparative and fair tests Sc26 Put forward ideas about testing and make predictionsSc27 Make close observations and comparisons Sc28 Observe patterns and suggest explanationsSc29 Collect dataSc30 Recognise and explain why a test is fair or unfairSc31 Identify simple trends to answer questionsSc32 Make accurate measurements using standard units and begin to think about why measurements should be repeatedSc33 Use scientific evidence to answer questionsSc34 Use a range of equipment, including data loggers and thermometersSc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific languageSc36 Report on what the evidence shows through written explanations of results and conclusions and reportsSc37 Use results to draw simple conclusions, suggest improvements and raise further questions |
| **Picture Our Planet** |
| **Concepts**1. To identify how sounds are made, associating some of them with something vibrating (NC)
2. To know that vibrations from sounds travel through a medium to the ear (NC)
3. To recognise patterns between the volume of a sound and the strength of the vibrations that produce it (NC)
4. To identify patterns between the pitch of a sound and the feature of the object that produced it (NC)
 |
| **Skills**Sc25 Set up and carry out simple practical enquiries, comparative and fair tests Sc26 Put forward ideas about testing and make predictions Sc27 Make close observations and comparisons Sc28 Observe patterns and suggest explanations Sc29 Collect data Sc30 Recognise and explain why a test is fair or unfair Sc31 Identify simple trends to answer questions Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated Sc33 Use scientific evidence to answer questions Sc34 Use a range of equipment, including data loggers and thermometers Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions |
| **Lightning Speed** |
| **Concepts**1. To identify common appliances that run on electricity (NC)
2. To know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (NC)
3. 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 (NC)
4. 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 (NC)
5. To know and identify some common conductors and insulators, and associate metals with being good conductors (NC)
 |
| **Skills**Sc25 Set up and carry out simple practical enquiries, comparative and fair testsSc26 Put forward ideas about testing and make predictions Sc27 Make close observations and comparisons Sc28 Observe patterns and suggest explanations Sc29 Collect data Sc30 Recognise and explain why a test is fair or unfair Sc31 Identify simple trends to answer questions Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated Sc33 Use scientific evidence to answer questions Sc34 Use a range of equipment, including data loggers and thermometers Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions |
| **A World Of Difference / Cry Freedom** |
| **Concepts**1. To know that light is reflected from surfaces (NC)
2. To find patterns in the way that shadows change (NC)
 |
| **Skills**Sc25 Set up and carry out simple practical enquiries, comparative and fair tests Sc26 Put forward ideas about testing and make predictions Sc27 Make close observations and comparisons Sc28 Observe patterns and suggest explanations Sc29 Collect data Sc30 Recognise and explain why a test is fair or unfair Sc31 Identify simple trends to answer questions Sc32 Make accurate measurements using standard units and begin to think about why measurements should be repeated Sc33 Use scientific evidence to answer questions Sc34 Use a range of equipment, including data loggers and thermometers Sc35 Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language Sc36 Report on what the evidence shows through written explanations of results and conclusions and reports Sc37 Use results to draw simple conclusions, suggest improvements and raise further questions |

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| **Year 4** |
| **History** |
| **Cry Freedom** |
| **Concepts****NC** - Pupils should be taught about a non-European society that provides contrasts with British history**NC** - Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge  beyond 10661. To know and understand what slavery is and recognise its different forms
2. To learn about the history of slavery around the world - Europe, Asia, Africa, America
3. To learn about key figures involved in the abolition of slavery
4. To learn about modern-day slavery
 |
| **Skills**Hi23 Ask and answer a variety of perceptive historical questions Hi24 Investigate the characteristic features of, and changes within, periods of history that were of global significance Hi25 Identify the impact of the movement and settlement of people in different periods of history Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past Hi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC Hi31 Communicate knowledge and understanding in a variety of ways  |
| **Viking Warrior** |
| **Concepts**NC -Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of  Edward the Confessor* To know and be able to retell the life story of Ragnar Lothbrok
* To know the chronology of invaders and settlers in Britain
* To understand that Viking sagas were often written down many years after the events had possibly happened and,

therefore may contain more fiction than fact* To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions
* To understand why the Vikings invaded Britain
* To understand the way in which the past impacts on the present
 |
| **Skills**Hi25 Identify the impact of the movement and settlement of people in different periods of history Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved Hi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted |

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| **Year 4** |
| **Art** |
| **A World of Difference** |
| **Drawing and Painting****Concepts****NC -** To create sketch books to record their observations and use them to review and revisit ideas**NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of  materials* To know that the Mandala is a symbolic representation of the universe in Tibetan Buddhism
* To understand that the Mandala is derived from the world ‘circle’
* To learn that Mandalas are used as spiritual teaching tool that helps strengthen meditation and increase focus
* To understand some of the features from Islamic art
 |
| **Skills**Ar49 *Drawing* Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media Ar56 Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary Ar59 *Drawing* Make informed choices in drawing including use of paper and media Ar60 *Drawing* Collect images and information independently in a sketchbook Ar69 Design and create images and artefacts for clearly defined purposes |
| **Lightning Speed** |
| **Printing****Skills Development*** To know about a range of lines and marks that create different effects when printing

**Concepts****NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials* To learn a range of printing techniques that were used from both Ancient and Modern times e.g. ‘wood block’
 |
| **Skills** Ar51 *Printing* Research, create and refine a print using a variety of techniques Ar52 *Printing* Explore resist printing including marbling and silkscreen Ar64 *Printing* Select broadly the kinds of material to print with in order to achieve the desired effect  |
| **Law and Order** |
| **Drawing****Skills Development*** To know that line can be used effectively as a visual element in drawing

**Concepts****NC -** To create sketch books to record their observations and use them to review and revisit ideas**NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of  materials* To know the rule of thirds is a set of guidelines used to composing artwork for 2D mediums, such as photography, drawing and painting
* To know that artists use the rule of thirds when creating landscapes, but that it can also be used for subject matter, still life, figures and portraits
 |
| **Skills**Ar49 *Drawing* Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media Ar54 Find out about artists, architects and designers Ar55 *Drawing* Use research to inspire drawings from memory and imaginationAr56 *Drawing* Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary Ar59 *Drawing* Make informed choices in drawing including use of paper and media Ar60 *Drawing* Collect images and information independently in a sketchbook |
| **Picture Our Planet** |
| **Textiles and Collage****Skills Development*** To know how to cut, layer and join materials

**Concepts****NC -** To know about great artists, architects and designers* To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines
 |
| **Skills**Ar54 Find out about artists, architects and designers Ar57 *Textiles / Collage* Match the correct tool to the material Ar65 *Textiles / Collage* Choose collage or textiles as a means of extending work already achievedAr69 Design and create images and artefacts for clearly defined purposes |
| **Cry Freedom** |
| **Mixed Media****Concepts****NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of  materials* To learn about the role of graffiti as an artform and a political tool in society (as well as a discouraged form of vandalism)
* To learn about Banksy and how he uses graffiti to speak out on issues such as greed, poverty and slave labour
 |
| **Skills**Ar54 Find out about artists, architects and designers Ar55 *Drawing* Use research to inspire drawings from memory and imagination Ar69 Design and create images and artefacts for clearly defined purposes |

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| **Year 4** |
| **Design Technology** |
| **Lightning Speed** |
| **Concepts****NC -** 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**NC -** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and  exploded diagrams, prototypes, pattern pieces and computer-aided design**NC -** Investigate and analyse a range of existing products**NC -** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their  work* Design and make a model of a new communications device for the Evil Genius
 |
| **Skills**Dt28 Use research to inform their design Dt30 Evaluate work, adapting and improving through the views of others to improve their work Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Dt33 Join and combine materials and components accurately in temporary and permanent ways Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy |
| **Law and Order - Mechanisms - Levers and Linkages 1** |
| **Concepts****NC -** Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)* Construct some of the examples of levers and linkages
 |
| **Skills**Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypesDt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional propertiesDt33 Join and combine materials and components accurately in temporary and permanent waysDt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy |
| **Picture Our Planet - Textiles** |
| **Concepts****NC -** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and  exploded diagrams, prototypes, pattern pieces and computer-aided design**NC -** Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping,  joining and finishing) accurately**NC -** 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**NC -** Investigate and analyse a range of existing products* Design and make an animal soft toy, aimed at toddlers, to be sold in a local zoo souvenir shop
 |
| **Skills**Dt28 Use research to inform their designDt29 Explore ways of meeting design challenges with a textile focusDt30 Evaluate work, adapting and improving through the views of others to improve their workDt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypesDt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional propertiesDt33 Join and combine materials and components accurately in temporary and permanent waysDt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy |
| **Picture Our Planet – Food Technology** |
| **Concepts****NC -** understand and apply the principles of a healthy and varied diet * To make the traditional Scottish sweet, tablet
 |
| **Skills**Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniquesDt26 Select appropriate tools and techniques, name and describe themDt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracyDt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties |

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| **Year 4** |
| **Music** |
| **A World of Difference** |
| **Skills Development*** To learn about the pentatonic scale and combine known rhythmic notation with letter names to create short pentatonic phrases

**Concepts****NC -** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* To know the purpose of notation
* To know how to write basic musical notation
* To know some songs associated with Festivals of Light e.g. Hanukkah
* To know how to choose and play a variety of tuned and untuned instruments
 |
| **Skills**Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu36 Internalise sounds by singing parts of a song ‘in their heads’ and attempt to play simple melodic phrases by ear Mu37 Perform with awareness of different parts that others are playing or singing |
| **Lightning Speed** |
| **Skills Development*** To copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow

**Concepts****NC -** Improvise and compose music for a range of purposes using the inter-related dimensions of music * To know that music can affect mood and emotions
* To know how to use tempo and pitch to create drama and evoke different moods
* To know the features of major and minor tonality
* To understand and explain their own personal likes and dislikes in music, related back to the elements of music
 |
| **Skills**Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music Mu33 Explore, recall and plan sounds using symbols and ICT Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu37 Perform with awareness of different parts that others are playing or singing |
| **Law and Order** |
| **Skills Development*** To use listening skills to keep the beat in a piece of music, showing awareness of and responding to change in tempo
* To make compositional decisions about the overall structure of improvisations
* To improvise by inventing short ‘on-the-spot’ rhythm patterns

**Concepts****NC -** Use and understand staff and other musical notations* To know the basic notation values
* To know what crotchets, minims and semibreves are
* To know how to read simple duration notation
* To know the importance of listening to each other when performing in groups
 |
| **Skills**Mu33 Explore, recall and plan sounds using symbols and ICT Mu34 Combine several layers of sound, observing the combined effect Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory Mu37 Perform with awareness of different parts that others are playing or singing |
| **Picture Our Planet** |
| **Skills Development*** To use listening skills to correctly identify how many sounds they can hear and to name the individual instrument voices
* To create and play a group piece which shows understanding of texture and notation

**Concepts****NC -** Develop an understanding of the history of music* To know what the ancient instruments, the carnyx and the crwth, are
* To know the origins of Celtic music
* To know that the bodhran is a Celtic drum
* To understand what improvisation means
* To know what a rhythmic pattern is
 |
| **Skills**Mu34 Combine several layers of sound, observing the combined effect Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory |
| **Cry Freedom** |
| **Skills Development*** To practice breathing techniques in order to improve vocal control
* To improve diction when singing
* To understand the importance of posture when signing

**Concepts****NC -** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and  from great composers and musicians **NC -** Develop an understanding of the history of music.  |
| **Skills**Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose musicMu35 Listen carefully, recognise and use repeated patterns and increase aural memoryMu36 Internalise sounds by singing parts of a song ‘in their heads’ and attempt to play simple melodic phrases by ear Mu37 Perform with awareness of different parts that others are playing or singing |

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| **Year 4** |
| **PSHE - Theme** |
| **A World of Difference** |
| **Concepts**• Understand the term ’diversity’ and appreciate diversity within school• Learn about the need for tolerance for those who are different from us• Understand and appreciate the range of different cultures and religions represented within school• Learn about the need for tolerance for those of different faiths and beliefs |
| **Skills**PW32 Talk about their views on issues that affect themselves and their class PW44 Empathise with another viewpoint HW8 Recognise stereotyping and discriminationHW15 Listen to, reflect on and respect other people’s views and feelingsHW24 Challenge stereotyping and discriminationCi15 Work co-operatively, showing fairness and consideration to others |
| **Cry Freedom** |
| **Concepts**• Understand the term ’diversity’ and appreciate diversity within school• Learn about the need for tolerance for those who are different from us• Know what child labour is• Understand some of the causes and consequences• Know some of the ways that we can help to eliminate child labour |
| **Skills**HW8 Recognise stereotyping and discriminationHW15 Listen to, reflect on and respect other people’s views and feelingsHW24 Challenge stereotyping and discrimination |
| **Law And Order** |
| **Concepts*** Understand why rules are needed in different situations
* Recognise that rules may need to be changed
* Understand why it is important to plan ahead and think of potential consequences as a result of their actions
* Understand why it is important to behave responsibly
* Recognise that actions have consequences
 |
| **Skills** PW31 Reflect on own mistakes and make amendsPW33 Begin to make responsible choices and consider consequencesPW39 Behave safely and responsibly in different situationsPW40 Follow school rules about health and safety and know where to get helpHW2 Recognise right and wrong, what is fair and unfair and explain whyHW17 Self-assess, understanding how this will help their future actionsHW20 Work independently and in groups, taking on different roles and collaborating towards common goalsHW22 Take the lead, prioritise actions and work independently and collaboratively towards goalsCi9 Recognise the need to take responsibility for actionsCi11 Identify and understand why laws are made and how they are applied justly |
| **Lightning Speed** |
| **Concepts*** To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
* To begin to make responsible choices and consider consequences
* To use ICT safely including keeping electronic data secure
* To use ICT safely including using software features and settings
* To know why social media, some computer games and online gaming, for example, are age restricted
 |
| **Skills**PW33 Begin to make responsible choices and consider consequences PW39 Behave safely and responsibly in different situations PW40 Follow school rules about health and safety and know where to get helpHW1 Know how to keep safe and how and where to get help HW5 Recognise and respond to issues of safety relating to themselves and others and how to get helpHW19 Use strategies to stay safe when using ICT and the internet HW21 Use ICT safely including keeping electronic data secure HW27 Use ICT safely including using software features and settingsCi8 Show awareness of issues affecting communities and groups Ci14 Reflect on the impact of people’s actions on others |
| **Picture Our Planet** |
| **Concepts*** Learn about and re­flect on their own spending habits / choices
* Understand why financial management and planning is important from a young age
 |
| **Skills**PW26 Recognise what infl­uences the choices people make about how money is spent HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actionsCi10 Identify the difference between needs and wantsCi16 Make decisions, giving consideration to the impact they may have on others |

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| **Year 4** |
| **PSHE - Discrete** |
| **Autumn 1** |
| **Concepts*** To use ICT safely including using software features and settings
* Know how information and data is shared and used online
* Know that for most people the internet is an integral part of life and has many benefits
* Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing
* To know why social media, some computer games and online gaming, for example, are age restricted
* To know where and how to report concerns and get support with issues online
* Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
* Know and understand the terms ‘discrimination’ and ‘stereotype’
* Challenge stereotypes relating to work and gender
 |
| **Skills**PW33 Begin to make responsible choices and consider consequencesPW39 Behave safely and responsibly in different situationsPW65 Recognise how relationships may developHW5 Recognise and respond to issues of safety relating to themselves and others and how to get helpHW20 Work independently and in groups, taking on different roles and collaborating towards common goalsHW21 Use ICT safely including keeping electronic data secureCi8 Show awareness of issues affecting communities and groupsCi12 Recognise the importance of local organisations in providing for the needs of the local communityCi13 Reflect on how people can take actions, make a positive contribution and have a say in what happens both locally and nationallyCi14 Reflect on the impact of people’s actions on others and the environment |
| **Autumn 2** |
| **Concepts*** Know how to recognise the difference between isolated hostile incidents and bullying
* Understand what self-esteem is and why it is important
* Know how to communicate their opinions in a group setting
* Understand the ‘resilience’ and ‘persistence’ and why these character traits are important
* Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
* Know how to recognise bullying behaviour
* Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 |
| **Skills**PW29 Face new challenges positively and know when to seek helpPW32 Talk about their views on issues that affect themselves and their classPW42 Identify strategies to respond to negative behaviour constructively and ask for help PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressivenessPW44 Empathise with another viewpointHW2 recognise right and wrong, what is fair and unfair and explain whyHW3 Recognise how attitude and behaviour, including bullying, may affect othersHW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullyingHW11 Recognise how their behaviour and that of others may influence people both positively and negativelyHW18 Work and play independently and in groups, showing sensitivity to othersHW28 Respond to challenges, including recognising, taking and managing riskCi13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationallyCi15 Work co-operatively, showing fairness and consideration to others |
| **Spring 1** |
| **Concepts*** Know what constitutes a healthy diet (including understanding calories and other nutritional content
* Know where different foods come from
* Know about and understand the function of different food groups for a balanced diet
* Know the principles of planning and preparing a range of healthy meals
* Learn to prepare and cook a variety of dishes
 |
| **Skills**PW25 Identify the range of jobs carried out by the people they knowPW27 Reflect on the range of skills needed in different jobsPW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestylePW41 Begin to make informed lifestyle choicesPW45 Form and maintain appropriate relationships with a range of different peopleHW8 Recognise stereotyping and discriminationCi15 Work co-operatively, showing fairness and consideration to othersCi24 Work collaboratively towards common goalsCi25 Reach agreements, make decisions and manage discussions to achieve positive results |
| **Spring 2** |
| **Concepts*** Understand why it is important to listen to others
* Know how to communicate their opinions in a group setting
* Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
* Know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care
* Understand that family units can be different and can sometimes change
 |
| **Skills**PW32 Talk about their views on issues that affect themselves and their classPW34 Develop strategies for managing and controlling strong feelings and emotionsPW42 Identify strategies to respond to negative behaviour constructively and ask for helpPW44 Empathise with another viewpointPW45 Form and maintain appropriate relationships with a range of different peopleHW13 Listen to and show consideration for other people’s viewsCi15 Work co-operatively, showing fairness and consideration to others |
| **Summer 1** |
| **Concepts*** Understand that everyone has different strengths and weaknesses
* Learn about the importance of self-respect and how this links to their own happiness
* Know how to set realistic targets
* Understand how to break down the steps needed to achieve a goal
 |
| **Skills**PW6 Recognise what they are good atPW7 Recognise, name and manage their feelings in a positive wayPW24 Recognise why people workPW27 Reflect on the range of skills needed in different jobsPW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievementsPW33 Begin to make responsible choices and consider consequencesHW9 Recognise their strengths and how they can contribute to different groupsHW14 Identify and talk about their own and others’ strengths and weaknesses and how to improveHW17 Self-assess, understanding how this will help their future actions |
| **Summer 2** |
| **Concepts*** Understand how we are all connected by our similarities
* Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up
* Know and understand how the make-up of family units can differ
* Understand and appreciate the range of different cultures and religions represented within school
* Learn about the need for tolerance for those of different faiths and beliefs
* Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
* Understand the term ’diversity’ and appreciate diversity within school
* Learn about the need for tolerance for those who are different from us
* Learn about and reflect on their own spending habits / choices
* Understand why financial management and planning is important from a young age
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| **Skills**PW26 Recognise what influences the choices people make about how money is spentPW32 Talk about their views on issues that affect themselves and their classPW44 Empathise with another viewpointPW45 Form and maintain appropriate relationships with a range of different peopleHW4 Recognise and respect similarities and differences between peopleHW8 Recognise stereotyping and discriminationHW15 Listen to, reflect on and respect other people’s views and feelingsHW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actionsHW24 Challenge stereotyping and discriminationCi10 Identify the difference between needs and wantsCi15 Work co-operatively, showing fairness and consideration to othersCi16 Make decisions, giving consideration to the impact they may have on others |