





 Year 3/4/B Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (Science)
	<b>Water Worlds</b> 	<b>I Want My Mummy (Egyptians)</b> 	<b>Me, Myself and I</b> 	<b>Potions</b> 	<b>Beast Creator</b> 	<b>Smashing Saxons (Anglo Saxons)</b> 
<b>Memorable Experience</b>	Fair & Funky – Scrapstastic Visitors/Resources for recycling.	Museum visit St James Leeds Thackeray Medical School	'Virtual Trip' in school to the Roald Dahl experience. Roald Dahl Day together	Potions day in the first week. Dress as wizard/witch. Class to create potions display for topic. (Send letter out)	Morning beast hunt – discussing previous learning of habitats & weather etc. Using this to search appropriate placers and identify species.	Saxon Workshop/visitor
<b>Innovate/Challenge</b>	Become weather presenters and record out own programmes from our Science data.	Art show to display and present our 'Death masks' and Egyptian Hieroglyphics	Create a clay art model of inside the human mouth.	Design & Create our own lava lamp. George's Marvellous Experiments) <a href="https://www.roadddahl.com/things-to-do-indoors/video-makealavalamp">https://www.roadddahl.com/things-to-do-indoors/video-makealavalamp</a>	Create a year group guide of different species to display in our school library for future Carlinghow children.	Saxon day – create helmets, design swords. Battle day and Saxon feast to celebrate.
<b>English</b>	PoR and Vipers – Oliver and the Seawigs	PoR - Ancient Egypt: Gods, Pharaohs and Cats! VIPERS - Marcy and the Riddle of the Sphinx.	PoR- The Boy at the back of the class VIPERS- Boy by Roald Dahl	PoR and VIPERS- George's Marvellous Medicine	PoR- Wolves VIPERS- Beetle Boy	PoR and VIPERS- Anglo Saxon Boy
<b>Maths Maths Hub</b>	Year 3 Place value Addition and Subtraction Year 4 Place value Addition and Subtraction	Year 3 Addition and Subtraction Multiplication and division Year 4 Length and perimeter Multiplication and division	Year 3 Multiplication and division Measurement: Money Statistics Year 4 Multiplication and division Area Fractions	Year 3 Length and Perimeter Fractions Year 4 Fractions Decimals	Year 3 Fractions Time Year 4 Decimals Money Time	Year 3 Properties of shape Mass and capacity Year 4 Statistics Geometry: Properties of shape Geometry: Position and Direction
<b>Science</b>	DE-States of Matter. (Yr4)  I can compare and group materials together, according to whether they are solids, liquids or gases	DE- Exploring the world of plants. (Yr3)  I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	DE-Animals inc Humans food and digestion. (Yr4)  I can describe the simple functions of the basic parts of the digestive system in humans	DE-Electricity. (Yr4)  I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	DE- Classifying Living things & Habitats (Yr4)  I can recognise that living things can be grouped in a variety of ways	DE- Plants Life Cycles. (Yr3)  I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

	<p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>I can 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</p>	<p>I can investigate the way in which water is transported within plants</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p>I can construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>I can identify the different types of teeth in humans and their simple functions</p> <p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them.</p> <p>Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.</p>	<p>I can identify common appliances that run on electricity</p> <p>I can 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>I can 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>I can recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.</p> <p>Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.</p>	<p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Pupils should explore possible ways of grouping a wide selection of living things that include animals.</p> <p>Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat.</p>	<p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
<p><b>Art &amp; Design</b></p>		<p><b>Art focus – Printing</b>  <b>Using blocks and impression to print Egyptian Hieroglyphics on papyrus paper.</b>  <b>Key artist:</b>  Ancient Egyptians  <b>Key artwork:</b>  Queen Nefertari from the Yorck Project (Yr3)  <b>Sketchbook:</b>  Record observations (Yr3)  <b>Target Tracker Focus:</b>  Understand and identify key aspects such as</p>			<p><b>Art focus- Collage</b>  <b>Using a variety of media to explore texture and effect. Create a mini beast with correct proportions.</b>  <b>Key artist:</b>  Tracy McGuiness-Kelly  <b>Key artwork:</b>  In my own world (Yr4)  <b>Sketchbook:</b>  Record observations (Yr4).  <b>Target Tracker Focus:</b>  Experiment with creating mood, feeling, movement and areas of interest by selecting</p>	

		<p>complementary colours, colour as tone, warm and cold colours. Create printing blocks using relief or impressed techniques.</p> <p><b>NC Key Skills:</b> Make a printing block. Make a 2 colour print.</p>			<p>appropriate materials and learnt techniques.</p> <p><b>NC Key Skills:</b> Use ceramic mosaic. Combine visual and tactile qualities.</p>	
<b>Computing Rising Stars</b>	<p><b>We are meteorologists (4.6)</b></p> <p>Pupils will be taking on the role of meteorologists and weather presenters. We will bring together data measurement, analysis and presentation.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• understand different measurement techniques for weather – both analogue and digital</li> <li>• use computer-based data logging to automate the recording of some weather data</li> <li>• use spreadsheets to create charts</li> <li>• analyse data, explore inconsistencies in data and make predictions</li> <li>• practise using presentation and video software.</li> </ul> <p>Computing PoS focus: Information Technology - Data</p>	<p><b>We are artists (4.5)</b></p> <p>Pupils will explore and create pieces of geometric art and use the Scratch computer program for drawing shapes.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• develop an appreciation of the links between geometry and art</li> <li>• become familiar with the tools and techniques of a vector graphics package</li> <li>• develop an understanding of turtle graphics</li> <li>• experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers</li> <li>• develop some awareness of computer-generated art.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p>	<p><b>We are who we are (3.4)</b></p> <p>Pupils create a set of presentations for different audiences and discuss issues of online trust and privacy.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• create a number of structured presentations</li> <li>• create a narrated presentation</li> <li>• consider issues of trust and privacy when sharing information.</li> </ul> <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<p><b>We are makers (4.2)</b></p> <p>Pupils write and test their own micro:bit project, after analysing and modifying others.</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• about the input – process – output model of computation</li> <li>• about the inputs and outputs available on a BBC micro:bit</li> <li>• to program using the MakeCode blockbased environment</li> <li>• to test and debug programs they write, using an on-screen simulator and the micro:bit</li> <li>• how to convert and transfer a program written on screen to the micro:bit.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p>	<p><b>We are software developers (4.1)</b></p> <p>Pupils plan, create, develop and test their own educational game for a target audience.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• develop an educational computer game using selection and repetition</li> <li>• understand and use variables</li> <li>• start to debug computer programs</li> <li>• recognise the importance of user interface design, including consideration of input and output.</li> </ul> <p>Computing PoS focus: Computer Science - Coding</p>	<p><b>We are bloggers (4.4)</b></p> <p>Pupils create a media-rich blog, comment on blogs and respond to comments.</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• become familiar with blogs as a medium and a genre of writing</li> <li>• create a sequence of blog posts on a theme</li> <li>• incorporate additional media</li> <li>• comment on the posts of others</li> <li>• develop a critical, reflective view of a range of media, including text.</li> </ul> <p>Computing PoS focus: Digital Literacy – Online Safety</p>
<b>Design &amp; Technology</b>			DT focus- <b>Food and nutrition</b>	Dt focus- <b>Electrical systems</b>		DT focus- <b>Mechanical Systems</b>

**A Healthy and varied diet:  
Prepare and make a  
healthy pizza. (Yr4).**

**Target Tracker Focus:**

Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques.

**NC Skills:**

**When designing follow the Design - Make - Evaluate Process.**

Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. They know what to do to be hygienic and safe. What they can do to present their product in an interesting way.

**Make a simple circuit and  
switch to light up a wizards  
laboratory (Yr4).**

**Target Tracker Focus:**

Understand and use electrical systems in products.

**NC Key Skills.**

**When designing follow the Design - Make - Evaluate Process.**

Understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors). Add things to their circuits. How have they altered their product after checking it? Are they confident about trying out new and different ideas?

**Levers and linkages:  
Make a portcullis for the  
entrance to a castle that  
can move up or down  
using a simple linkage and  
side to side using a lever  
(Yr4).**

**Target Tracker Focus:**

Understand and use mechanical systems in products.

**NC Skills:**

Understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages). How have they altered their product after checking it? Are they confident about trying out new and different ideas?

<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>I understand and use a widening range of geographical terms and physical geography.</li> <li>I know how rivers erode, transport and deposit materials.</li> <li>I know about the physical features of coasts and being to understand the erosion and deposition.</li> </ul>	<ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>I understand and use a widening range of geographical terms.</li> </ul>			<ul style="list-style-type: none"> <li>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>Where did the Anglo Saxons come from?</p> <ul style="list-style-type: none"> <li>I can name and locate counties and cities of the United Kingdom.</li> <li>I can use the 8 points of a compass.</li> </ul>
<p><b>History</b></p>		<p>I can place periods of history on a time line showing periods of time.</p> <p>I can understand the terms AD, BC and decade.</p> <p>I can communicate knowledge and understanding orally and in writing to offer points of view based on what I have found out.</p> <p>I can appreciate how items found belonging to the past are helping us build an accurate picture of how people lived in the past.</p>				<p>I can use a timeline within a specific time in history to set out the order things happened.</p> <p>I can see that Britain was invaded by several different groups over time.</p> <p>I understand why Britain would have been an important country to invade and conquer.</p> <p>I can use my 'finding information' skills to write about historical events.</p>
<p><b>Music</b> <b>Collins Scheme</b></p>	<p>Year 3 gp 1 – Ukulele</p> <p>Year 3 gp 2- Food and Drink/Human Body</p> <p>I can explore simple accompaniments using beat and rhythm patterns I can use a score and combine sounds to create different musical textures I can explore different types of accompaniment I understand call and response structure I can perform word rhythms</p>	<p>Year 3 gp 1 – Ukulele</p> <p>Year 3 gp 2- In the past/ Ancient Worlds</p> <p>I understand pitch I am learning to read simple pitch notation I understand and use pitch notations I can read simple rhythm notation I am learning a Tudor dance I am exploring tuned and untuned percussion to</p>	<p>Year 3 gp 1 – Ukulele</p> <p>Year 3 gp 2- Communication/Sounds</p> <p>I can represent sounds with symbols I can use my voice creatively and expressively I can create and perform from a symbol score I am learning how sounds are produced and how instruments are classified</p>	<p>Year 3 gp 2- Ukulele</p> <p>Year 3 gp 1 – Communication/Sounds</p> <p>I can represent sounds with symbols I can use my voice creatively and expressively I can create and perform from a symbol score I am learning how sounds are produced and how instruments are classified</p>	<p>Year 3 gp 2- Ukulele</p> <p>Year 3 gp 1 – Human Body/ Food and Drink</p> <p>I can explore simple accompaniments using beat and rhythm patterns I can use a score and combine sounds to create different musical textures I can explore different types of accompaniment I understand call and response structure</p>	<p>Year 3 gp 2- Ukulele</p> <p>Year 3 gp 1 – In the past/Ancient Worlds</p> <p>I understand pitch I am learning to read simple pitch notation I understand and use pitch notations I can read simple rhythm notation I am learning a Tudor dance I am exploring tuned and</p>

<p>I can explore sounds I can sing in two parts I can perform call and response structure I understand and perform binary form.</p> <p>Year 4 -Environment/ Recycling</p> <p>I can explore how different timbres can be descriptive I can explore combinations of different timbres to accompany a song I am learning how to accompany a song with drone and ostinato on tuned percussion I can explore the descriptive music of two major composers I can compose an introduction for a song I can make instruments I can perform verse and chorus structure I can interpret notation I can perform verse and chorus structure I can interpret notation and improvise I understand ABA structure I can perform repeating rhythms I can chant in three parts I can explore sounds I can perform rondo form</p>	<p>create soothing, repetitive music based on ostinati I can sing a song and accompany it with tuned percussion ostinati I can explore musical phrases, melodic imitation and rounds I can perform a round in three parts I can arrange an accompaniment with attention to balance and musical effect</p> <p>Year 4 – Ancient worlds/ In the past</p> <p>I am learning a verse and chorus song I understand that melodies have phrases I can explore layers and layering I can compare and contrast structure I understand layers in musical structure I can identify key features of minimalist structure I can combine sections of music in a layered structure I can rehearse and prepare for a performance I am learning to play a Renaissance dance from notations I can compose a fanfare I understand simple musical structures I am learning a dance and playing music used for celebrations I am learning a 1960s pop song</p>	<p>I am learning about aerophones I understand musical conversation structure I am learning how sounds are produced and how instruments are classified I am learning about idiophones • Developing an understanding of call and response I am learning how sounds are produced and how instruments are classified I am learning about chordophones I can create a call and response</p> <p>Year 4- Food and Drink/Communication</p> <p>I can combine expressive use of the voice with physical movement I can respond to sound with visual signals I can perform sequences of sounds matched to visual sequences I can sing a call and response chant I can compose and play sequences of word rhythms I understand and perform rondo structure I am learning to sing a verse and chorus song I am learning rhythmic and melodic accompaniments for a song and combining them in a performance I can copy rhythms and a short melody I can play ostinati and layer them in a performance I can sing music to communicate a meaning I can compose a rap</p>	<p>I am learning about aerophones I understand musical conversation structure I am learning how sounds are produced and how instruments are classified I am learning about idiophones • Developing an understanding of call and response I am learning how sounds are produced and how instruments are classified I am learning about chordophones I can create a call and response</p> <p>Year 4- Building/Time</p> <p>I am learning about verse and chorus song structure I can combine four body percussion ostinati as a song accompaniment I understand texture I am learning about layered structure in a rhythmic ostinato piece I can create rhythmic ostinati I can accompany a melody with a drone I can describe the structure of a piece of orchestral music I can read a clock score to play a piece combining drone and melodic ostinati I can use rondo structure to build a performance I can identify the metre of a new song I can play and sing repeated patterns (ostinati) from notation I can identify metre in a piece of music I understand syncopation and using off-beat rhythms in improvisation I can combine independent parts in more than one metre I can identify how a well-known story has been told in music</p>	<p>I can perform word rhythms I can explore sounds I can sing in two parts I can perform call and response structure I understand and perform binary form.</p> <p>Year 4- Sounds/Poetry</p> <p>I am learning about classifying instruments by the way sounds are produced I am learning some simple beatboxing sounds I can sing a song and add beatboxing sounds I am learning about aerophones I am learning to sing partner songs I am learning about classifying instruments by the way sounds are produced I can explore the combined expressive effects of different instrument groups I can look at music notation with reference to metre and accent I am building an extended performance piece from a poem I can use canon and ostinati as accompaniments I can pay attention to notation, accent, diminuendo and balance I can use beatbox techniques to imitate the sound of a drum kit I can perform a rap with a vocal beatbox accompaniment I can balance voices in a performance</p>	<p>untuned percussion to create soothing, repetitive music based on ostinati I can sing a song and accompany it with tuned percussion ostinati I can explore musical phrases, melodic imitation and rounds I can perform a round in three parts I can arrange an accompaniment with attention to balance and musical effect</p> <p>Year 4 – Around the world/ Singing Spanish</p> <p>I can explore the pentatonic scale I can play leaps I can read graphic notation I can describe music using musical and non-musical terms I can compose and notating pentatonic melodies I can play a pentatonic song with leaps I can combine tuned percussion and singing I can sing in groups I can create descriptive music I can develop descriptive song accompaniments singing in two parts with accompaniment I can perform repeating rhythms I can combine tuned percussion, untuned percussion and singing</p>
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				I can create music which tells a story		
<b>PE Spiral</b>	<p>#1 Power – I can improve my understanding of how to improve my own physical strength.</p> <p>#2 Peer mentoring - I can improve my observation and communication skills.</p> <p>#3 Dribbling - I can improve my dribbling skills with a hockey stick.</p> <p>#4 Tactical variation - I can improve the way I approach game situations based on circumstances.</p> <p>#5 Passing - I can improve my understanding of the different passing techniques in sport.</p> <p>#6 Team work – I can improve my ability to work as a part of a team.</p> <p>#7 Agility – I can improve the speed at which I change positions.</p>	<p>#1 Understanding rules – I can improve my understanding of why rules exist in sport.</p> <p>#2 Shooting – I can improve the relationship between body position and accuracy.</p> <p>#3 Control – I can improve the understanding of what a drop shot is and the control needed to play one.</p> <p>#4 Passing – I can improve my timing and reading of game situations.</p> <p>#5 Anticipation – I can improve my ability to read fakes and focus on the ball.</p> <p>#6 Shooting – I can improve understanding of the relationship between accuracy, distance and power.</p> <p>#7 Assessment lesson.</p>	<p>#1 Physical processing – I can improve the speed of thought to benefit the game.</p> <p>#2 Strength – I can improve my strength and stamina to hold a position.</p> <p>#3 Team work – I can improve my ability to watch and communicate with others.</p> <p>#4 Physical processing – I can improve my ability to work with a partner to create a simple sequence of movements.</p> <p>#5 Evaluation – I can improve my ability to observe and learn from others.</p> <p>#6 Accuracy – I can improve accuracy and power when aiming at targets (both hands).</p> <p>#7 Tactical variation – I can improve my understanding of shot placement.</p>	<p>#1 Power – I can improve my throwing power by being explosive.</p> <p>#2 Speed – I can improve my running technique to increase my speed.</p> <p>#3 Fielding and catching – I can improve my catching skills for a variety of fielding.</p> <p>#4 Striking – I can improve my ability to adjust my position to complete a rally.</p> <p>#5 Assessment lesson.</p> <p>#6 Dribbling – I can improve my dribbling skills and uses fakes and disguises.</p>	<p>#1 Fielding and catching – I can improve my catching technique.</p> <p>#2 Anticipation – I can improve my ability to react to others.</p> <p>#3 Speed – I can improve the speed, agility and quickness of my feet.</p> <p>#4 Strength – I can improve my explosive speed.</p> <p>#5 Accuracy – I can improve my throwing technique with a shot put/</p>	<p>#1 Assessment lesson.</p> <p>#2 Agility – I can improve my reaction times to execute a run.</p> <p>#3 Evaluation – I can improve my ability to measure my score and obtain position in the group.</p> <p>#4 Striking – I can improve my ability to strike a moving ball with a bat.</p> <p>#5 Control – I can improve how I use my body to control the ball in hockey.</p> <p>#6 Peer mentoring – I can improve my understanding of how maps work.</p> <p>#7 Understand rules – I can improve my understanding of rules and how to explain them.</p>
<b>PSHCE Jigsaw</b>	<p>Being me in my World Year 3</p> <p>I recognise my worth and can identify positive things about myself and my achievements</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about others feelings</p> <p>I can make responsible choices and take action</p>	<p>Celebrating Differences Year 3</p> <p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p>	<p>Dreams &amp; Goals Year 3</p> <p>I can tell you about someone who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition this is important to me</p> <p>I can break down a goal into a number of steps and know how others could help me</p> <p>I know that motivation and enthusiasm are strengths which will help me achieve a challenge</p> <p>I can recognise obstacles and manage my feelings of frustration</p>	<p>Healthy Me Year 3</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>Relationships Year 3</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females</p> <p>I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p>	<p>Changes Year 3</p> <p>I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p>

	<p>I understand my action affect others and try to see things from their point of view</p> <p>Year 4</p> <p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community and the role they play and how I fit in</p> <p>I understand how democracy works through the school council</p> <p>I understand that my actions affect myself and others; I care about the other people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I can give and receive compliments and know how this feels</p> <p>Year 4</p> <p>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</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adults, and that menstruation (having periods) is a natural part of this</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control and that I learn to accept</p> <p>I can identify what I am looking forward to when I am in Y5</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>Year 4</p> <p>I can tell you about some of my hopes and dreams</p> <p>I understand how disappointment feels</p> <p>I know some ways to cope with disappointment and how to support others</p> <p>I know what it means to be resilient and have a positive attitude</p> <p>I know how to work out the steps to achieve a goal and can do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to achieve</p>	<p>Year 4</p> <p>I can recognise how different friendships groups are formed, how I fit into them and the friends I value the most</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. Leader, follower, and understand the roles I take on in different situations</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>I understand how my needs and rights are shared by children around the world and can identify how our lives my by different</p> <p>I know how to express my appreciation to my family and friends.</p> <p>Year 4</p> <p>I can identify the web of relationships that I am part of, starting from those closed to me and including those more distant</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I know longer see</p> <p>I can explain different points of view on an animal rights issue</p> <p>I understand how people feel when they love a special pet</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I am in Y4</p> <p>Year 4</p> <p>I understand that sometimes we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I know that bullying is sometimes hard to spot and what to do if I think it is going on</p> <p>I know some ways to problem solve a situation with others</p> <p>I can identify what is special about me and the ways I am unique</p> <p>I can tell you why it is good to accept people for who they are</p>
RE	How are important events remembered in ceremonies?	What faiths are shared in our country?	How do the five pillars guide Muslims?	Why are Gurus the heart of Sikh beliefs and practice?		