



Inspiring excellence through care, equality, cooperation and respect.

# Year 4 Curriculum

## Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they are ready for the next stage of education.

## Aims and objectives

- The aims of our school curriculum are:
- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (IT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the locally agreed syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.



## Contents

Organisation.....	5
Subjects.....	6
English.....	6
Mathematics.....	8
Purpose of study.....	8
Aims.....	8
Science.....	12
Purpose of study.....	12
Aims.....	12
Physical Education.....	15
Purpose.....	15
Aims.....	15
History.....	17
Purpose and aims.....	17
Geography.....	19
Purpose and aims.....	19
Computing.....	20
Purpose.....	20
Aims.....	20
French.....	22
Aims.....	22

MUSIC.....	24
Purpose and aims .....	24
Art .....	26
Drawing .....	26
Painting .....	26
Printing.....	27
Collage.....	27
Sculpture.....	27
Digital Media .....	27
Design and Technology .....	29
Purpose.....	29
Aims.....	29
RE .....	31
PSHE.....	31
Aims.....	31

# Organisation

The curriculum is organised into a series of cross curricular learning journeys, which combine the core subjects with key areas of learning. This enables pupils to develop an understanding of the links that exist in different areas of learning and a more creative approach to pedagogy.

Where meaningful links cannot be made, some subjects may be taught discretely. Some area of learning will be led by subject specialist teachers.

The proportion of time spent on each area is approximately outlined on this image.



# Subjects

## English

Programmes of study for English	Programmes of study for English Reading – word reading	Programmes of study for English Reading - comprehension
<p><b>Spoken language – Y1 to 6</b></p> <p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> </ul> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader’s interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
	<p><b>Programmes of study for English Writing – transcription (spelling)</b></p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	

Programmes of study for English Writing - handwriting	Programmes of study for English Writing - composition	Programmes of study for English Writing – vocabulary grammar and punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>

## Mathematics

Text © Crown Copyright 2013 Formatting and Layout © Ellsum Educational 2013

### Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

### Aims

The national curriculum for mathematics aims to ensure that all pupils:

become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

### Information and communication technology (ICT)

Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced near the end of key stage 2 to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure. In both primary and secondary schools, teachers should use their judgement about when ICT tools should be used.

### Spoken language

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

### Lower Key Stage 2 Mathematics (Years 3 & 4)

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.



At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

## Year 4 – Overview

### Number, place value & algebra

Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.

They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.

They connect estimation and rounding numbers to the use of measuring instruments.

Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.

#### Calculation

Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see English Appendix 1).

Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example  $600 \div 3 = 200$  can be derived from  $2 \times 3 = 6$ ).

Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1).

Pupils write statements about the equality of expressions (for example, use the distributive law  $39 \times 7 = 30 \times 7 + 9 \times 7$  and associative law  $(2 \times 3) \times 4 = 2 \times (3 \times 4)$ ). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example,  $2 \times 6 \times 5 = 10 \times 6 = 60$ .

Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.

#### Fractions, Decimals & Percentages

They extend the use of the number line to connect fractions, numbers and measures.

Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths.

Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where

appropriate (for example,  $\frac{6}{9} = \frac{2}{3}$  or  $\frac{1}{4} = \frac{2}{8}$ ).

Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.

Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.

Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.

They practise counting using simple fractions and decimals, both forwards and backwards.

Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.

#### Measurement

Pupils build on their understanding of place value and decimal notation to record metric measures, including money.

They use multiplication to convert from larger to smaller units.

Perimeter can be expressed algebraically as  $2(a + b)$  where  $a$  and  $b$  are the dimensions in the same unit.

They relate area to arrays and multiplication.

#### Geometry – Properties of Shape

Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).

Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.

Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.

#### **Geometry – Position and Direction**

Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate-plotting ICT tools.

#### **Statistics**

Pupils understand and use a greater range of scales in their representations.

Pupils begin to relate the graphical representation of data to recording change over time.

<b>Number and place value</b>	<b>Calculation</b>	
<p><i>Pupils should be taught to</i></p> <ul style="list-style-type: none"> <li>▪ count in multiples of 6, 7, 9, 25 and 1000</li> <li>▪ find 1000 more or less than a given number</li> <li>▪ count backwards through zero to include negative numbers</li> <li>▪ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>▪ order and compare numbers beyond 1000</li> <li>▪ identify, represent and estimate numbers using different representations</li> <li>▪ round any number to the nearest 10, 100 or 1000</li> <li>▪ solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>▪ read Roman numerals to 100 (I to C)</li> <li>▪ know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ add and subtract numbers with up to 4 digits</li> <li>▪ using the formal written methods of columnar addition and subtraction where appropriate</li> <li>▪ estimate and use inverse operations to check answers to a calculation</li> <li>▪ solve addition and subtraction two-step problems in contexts</li> <li>▪ decide which operations and methods to use and why.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ recall multiplication and division facts for multiplication tables up to 12 × 12</li> <li>▪ use place value, known and derived facts to multiply and divide mentally</li> <li>▪ multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>▪ recognise and use factor pairs</li> <li>▪ understand commutatively in mental calculations</li> <li>▪ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>▪ solve problems involving multiplying and adding,</li> <li>▪ use the distributive law to multiply two digit numbers by one digit</li> <li>▪ solve integer scaling problems</li> <li>▪ solve harder correspondence problems such as n objects are connected to m objects.</li> </ul>
<b>Fractions and Decimals</b>	<b>Measures</b>	<b>Geometry</b>
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ recognise and show, using diagrams, families of common equivalent fractions</li> <li>▪ count up and down in hundredths;</li> <li>▪ recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>▪ solve problems involving increasingly harder fractions to calculate quantities,</li> <li>▪ use fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>▪ add and subtract fractions with the same denominator</li> <li>▪ recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>▪ recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>▪ 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</li> <li>▪ round decimals with one decimal place to the nearest whole number</li> <li>▪ compare numbers with the same number of decimal places up to two decimal places</li> <li>▪ solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>▪ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>▪ find the area of rectilinear shapes by counting squares</li> <li>▪ estimate, compare and calculate different measures,</li> <li>▪ estimate, compare and calculate different measures, including money in pounds and pence</li> </ul> <div style="background-color: #008000; color: white; text-align: center; padding: 2px;"><b>Statistics</b></div> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>▪ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>▪ identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>▪ identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>▪ complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>▪ describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>▪ describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>▪ plot specified points and draw sides to complete a given polygon.</li> </ul>

## Science

### Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Aims

The national curriculum for science aims to ensure that all pupils:

1. develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
2. develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
3. are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Learning objectives (Year 4)	Milestones
To work scientifically	<ul style="list-style-type: none"><li>• Ask relevant questions.</li><li>• Set up simple practical enquiries and comparative and fair tests.</li><li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li><li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li><li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li><li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li><li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li><li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li><li>• read and spell scientific vocabulary correctly and with confidence</li></ul>
<i>Suggestions from Non-statutory guidance</i>	<ul style="list-style-type: none"><li>• <i>start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions</i></li><li>• <i>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions</i></li><li>• <i>with support, identify new questions arising from the data, make predictions and finding ways of improving what they have done</i></li><li>• <i>recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations</i></li></ul>

<b>Biology</b> Living things and their habitats	<ul style="list-style-type: none"> <li>☑ recognise that living things can be grouped in a variety of ways</li> <li>☑ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>☑ recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<i>Suggestions from Non-statutory guidance</i>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identify how the habitat changes throughout the year</li> <li>• explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants</li> <li>• explore examples of human impact (both positive and negative) on environments</li> <li>• using and making simple guides or keys to explore and identify local plants and animals</li> <li>• raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched</li> </ul>
To understand animals and humans	<ul style="list-style-type: none"> <li>☑ describe the simple functions of the basic parts of the digestive system in humans</li> <li>☑ identify the different types of teeth in humans and their simple functions</li> <li>☑ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>
<i>Suggestions from Non-statutory guidance</i>	<ul style="list-style-type: none"> <li>• comparing the teeth of carnivores and herbivores, and suggesting reasons for differences</li> <li>• finding out what damages teeth and how to look after them</li> <li>• draw and discuss their ideas about the digestive system</li> <li>• make food chains diagrams and models</li> </ul>
<b>Chemistry</b> States of matter	<ul style="list-style-type: none"> <li>☑ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>☑ 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)</li> <li>☑ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
<i>Suggestions from Non-statutory guidance</i>	<ul style="list-style-type: none"> <li>• observe water as a solid, a liquid and a gas and note the changes to water when it is heated or cooled (water cycle model?)</li> <li>• exploring the effect of temperature on substances such as chocolate, butter, cream</li> <li>• research the temperature at which materials change state</li> <li>• observe and record evaporation over a period of time</li> <li>• investigate the effect of temperature on washing drying or snowmen melting</li> </ul>
Physics Sound	<ul style="list-style-type: none"> <li>☑ identify how sounds are made, associating some of them with something vibrating</li> <li>☑ recognise that vibrations from sounds travel through a medium to the ear</li> <li>☑ find patterns between the pitch of a sound and features of the object that produced it</li> <li>☑ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>☑ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<i>Suggestions from Non-statutory guidance</i>	<ul style="list-style-type: none"> <li>• identify the way sound is made through vibration in a range of different musical instruments</li> <li>• find out how the pitch and volume of sounds can be changed in a variety of ways</li> <li>• find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses</li> <li>• make earmuffs from a variety of different materials to investigate which provides the best insulation against sound</li> <li>• make and play their own instruments, using what they have found out about pitch and volume</li> </ul>
Electricity	<ul style="list-style-type: none"> <li>☑ identify common appliances that run on electricity</li> <li>☑ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul>

	<p><i>☒ 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</i></p> <p><i>☒ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i></p> <p><i>☒ recognise some common conductors and insulators, and associate metals with being good conductors.</i></p>
<p><i>Suggestions from Non-statutory guidance</i></p>	<ul style="list-style-type: none"> <li>• <i>construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches</i></li> <li>• <i>draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage</i></li> <li>• <i>learn about precautions for working safely with electricity</i></li> <li>• <i>investigate how to change the brightness of bulbs in a circuit</i></li> <li>• <i>investigate a range of materials for electrical conductivity</i></li> </ul>

## Physical Education

### Purpose

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Learning objectives (year 4)	<b><u>Milestones 2 (end of year 4)</u></b>
<b>Games</b>	Throw and catch with control and accuracy. <ul style="list-style-type: none"><li>• Strike a ball and field with control.</li><li>• Choose appropriate tactics to cause problems for the opposition.</li><li>• Follow the rules of the game and play fairly.</li><li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li><li>• Pass accurately to team mates at appropriate times.</li><li>• Lead others and act as a respectful team member.</li></ul>
<b>Dance</b>	<ul style="list-style-type: none"><li>• Plan, perform and repeat more complex sequences.</li><li>• Move in a clear, fluent and expressive manner.</li><li>• Refine movements into longer sequences.</li><li>• Create dances and movements that convey a definite idea.</li><li>• Change speed, levels and direction within a performance.</li><li>• Develop physical strength and suppleness by practising moves and stretching.</li></ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"><li>• Plan, perform and repeat more complex sequences.</li><li>• Move in a clear, fluent and expressive manner.</li></ul>

	<ul style="list-style-type: none"> <li>• Refine movements into longer sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands), showing balance, tension and different body shape.</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance..</li> <li>• Use a range of throwing techniques (such as under arm, over arm and shot).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate. (One footed take off, two-footed landing, hop, skip, jump)</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>
<b>Outdoor and adventurous activities</b>	<ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>



## History

### Purpose and aims

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Learning objectives (year 3)	Milestones (unhighlighted)
To investigate and interpret the past	<ul style="list-style-type: none"><li>• Use evidence to ask questions and find answers to questions about the past.</li><li>• Suggest suitable sources of evidence for historical enquiries.</li><li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li><li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li><li>• Suggest causes and consequences of some of the main events and changes in history.</li></ul>
To build an overview of world history	<ul style="list-style-type: none"><li>• Describe changes that have happened in the locality of the school throughout history.</li><li>• Give a broad overview of life in Britain from ancient until medieval times.</li><li>• Compare some of the times studied with those of other areas of interest around the world.</li><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul>
To understand	<ul style="list-style-type: none"><li>• Place events, artefacts and historical figures on a time line using dates.</li></ul>

chronology	<ul style="list-style-type: none"><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Use dates and terms to describe events.</li></ul>
To communicate historically	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• change</li><li>• chronology.</li></ul> <ul style="list-style-type: none"><li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li></ul>

## Geography

### Purpose and aims

A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Learning objectives (year 4)	Milestone 2 (end of year 4)
To investigate place	<ul style="list-style-type: none"><li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li><li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li><li>• Use a range of resources to identify the key physical and human features of a location.</li><li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li><li>• Explain own views about locations, giving reasons.</li></ul>
To investigate patterns	<ul style="list-style-type: none"><li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li><li>• Describe geographical similarities and differences between countries.</li></ul>
To communicate geographically.	<ul style="list-style-type: none"><li>• Describe key aspects of:</li><li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li><li>• <b>human geography</b>, including: settlements and land use.</li><li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li></ul>

## Computing

### Purpose

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Learning objectives (year 4)	Milestone
ILT Code	Specify conditions to trigger events. Use IF THEN conditions to control events or objects. Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). Use variables to store a value. Use the functions define, set, change, show and hide to control the variables. Use the Reporter operators ( ) + ( ) ( ) - ( )

	<p>() * ()  () / ()  to perform calculations.</p>
ILT connect	<p>. Contribute to blogs that are moderated by teachers.</p> <ul style="list-style-type: none"> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work.</li> </ul>
ILT communicate	<ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>
ILT collect	<p>Devise and construct a database using applications designed for this purpose in areas across the curriculum.</p>

## French

### Aims

The French curriculum aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Learning objectives (year 4)	Milestone 2
To read fluently	<ul style="list-style-type: none"><li>• Read and understand the main points in short written texts.</li><li>• Read short texts independently.</li><li>• Use a translation dictionary or glossary to look up new words.</li></ul>
To write imaginatively	<ul style="list-style-type: none"><li>• Write a few short sentences using familiar expressions.</li><li>• Express personal experiences and responses.</li><li>• Write short phrases from memory with spelling that is readily understandable</li></ul>
To speak confidently	<ul style="list-style-type: none"><li>• Understand the main points from spoken passages.</li><li>• Ask others to repeat words or phrases if necessary.</li><li>• Ask and answer simple questions and talk about interests.</li><li>• Take part in discussions and tasks.</li><li>• Demonstrate a growing vocabulary.</li></ul>

To understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"><li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li><li>• Make comparisons between life in countries or communities where the language is spoken and this country</li></ul>
--	---

## MUSIC

### Purpose and aims

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Learning objectives (year 4)	Milestones
To perform	<ul style="list-style-type: none"><li>• Sing from memory with accurate pitch.</li><li>• Sing in tune.</li><li>• Maintain a simple part within a group.<ul style="list-style-type: none"><li>• Hold a part within a two part round.</li><li>• Sustain a drone to accompany singing.</li></ul></li><li>• Pronounce words within a song clearly.</li><li>• Show control of voice.</li><li>• Play notes on an instrument with care so that they are clear.</li><li>• Perform with control and awareness of others.<ul style="list-style-type: none"><li>• Perform maintaining a steady beat.</li></ul></li></ul>
To compose	<ul style="list-style-type: none"><li>• Compose and perform melodic songs.</li></ul>



	<ul style="list-style-type: none"> <li>• Compose melodies using full 8 note scale.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones and ostinato as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>
To transcribe	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest. <ul style="list-style-type: none"> <li>• Create a graphic score using non-standard symbols.</li> </ul> </li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet, quavers and semibreve and say how many beats they represent. <ul style="list-style-type: none"> <li>• Use minims, crotchets, quavers and crotchets an crotchet rests to create and play a short rhythm.</li> </ul> </li> </ul>
To describe music	<ul style="list-style-type: none"> <li>• Use the terms: duration, pitch, beat, rhythm, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds. <ul style="list-style-type: none"> <li>• Discuss the effect of a range of music on mood and feelings.</li> </ul> </li> </ul>

## Art

Art at PJS is separated into 6 areas in order to ensure effective delivery. Within each area the focus will be on line, form, colour, tone and texture.

DRAWING	COLLAGE
PAINTING	PRINTING
SCULPTURE *	DIGITAL MEDIA

\* The 3D modelling package may be linked to the Brighton Festival theme.

We feel it is important for children to study the work of artists, craftspeople and designers. We want them to learn the skills needed to evaluate art. We will use the works of famous artists as an inspiration to our students.

### Drawing

1. To collect and share ideas and explore and experiment working with restrictive media e.g. pencils only, charcoal only.
2. To recognise shadow and light on objects and then introduce tonal contrast to their work.
3. To develop the confidence to use a range of drawing strategies and techniques from observational drawings.
4. Use different hardnesses of pencils and use hatching and cross hatching to show line, tone and texture.
5. To look at proportion and scale through the above.
6. To understand that marks can have meanings.
7. To be able to evaluate and modify their processes and the end product of their work. E.g. paired talk/evaluating each others work/using appropriate vocabulary to express thoughts/annotating work in books.

### Painting

1. Be able to mix the tertiary colours.
2. To learn how to work from the background to the foreground.
3. Use black and white to create shades, tints and tonal contrast.
4. To experiment with different approaches to using and applying paint, with a wider range of media and painting tools.
5. To begin to show a wider understanding of the works and ideas of different artists and increased confidence in describing colour, style and composition in paintings, expressing opinions using specialist vocabulary.

## Printing

1. To learn to make prints in a variety of ways; building on previous experience, and experiment with a range of methods.
2. To explore printing onto different materials.
3. To develop practical skills through techniques requiring a greater degree of motor control and different materials and equipment.
4. To make connections between their work and that of other artists, times and cultures, and use a variety of artworks as inspiration for their prints.

## Collage

1. To choose materials to represent an image.
2. To learn to work from the background to the foreground.
3. To explore and comment on different starting points for collage and textiles work, using sketchbooks to collect visual stimuli, through drawings, photographs, notes and discussion.
4. To investigate and explore different materials changing the surface and appearance of paper by adding and layering other media, exploring patterns in fabrics, learning to make blocks and using them to make a range of marks and repeat images on fabric.
5. To compare and comment on the work of artists, photographers and craftspeople from around the world.

## Sculpture

1. To explore and develop ideas by using primary and secondary source material as a stimulus for their work.
2. To use their knowledge and understanding of the behaviour and properties of materials and processes by investigating and combining visual and tactile qualities, and then matching their findings to the purpose of their work.
3. To continue to develop the manipulation of clay with the hands.
4. To join clay to form objects, e.g. a roman coin and use tools to sculpt the clay.

## Digital Media

1. Record drawings, paintings and other work using other media (photography, computer)
2. developing skills using digital tools and processes.
3. Experiment with combining digital paint processes with original drawn or painted elements,
4. adding selected photographic elements to create new meanings.
4. Create repeat patterns of motifs for print making.
5. Develop an understanding of mixed media and ways in which digital technologies challenge
5. traditional approaches to art and design.



## Design and Technology

### Purpose

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Learning Objective	Milestone
To master practical skills	Textiles <ul style="list-style-type: none"><li>• Understand the need for a seam allowance.</li><li>• Join textiles with appropriate stitching.</li><li>• Select the most appropriate techniques to decorate textiles.</li></ul>
	Electricals and electronics <ul style="list-style-type: none"><li>• Create series and parallel circuits</li></ul>
	Computing <ul style="list-style-type: none"><li>• Control and monitor models using software designed for this purpose.</li></ul>
	Mechanics <ul style="list-style-type: none"><li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li></ul>

To design, make, evaluate and improve	<ul style="list-style-type: none"><li>• Design with purpose by identifying opportunities to design.</li><li>• Make products by working efficiently (such as by carefully selecting materials).</li><li>• Refine work and techniques as work progresses, continually evaluating the product design.</li><li>• Use software to design and represent product designs.</li></ul>
To take inspiration from design throughout history	<ul style="list-style-type: none"><li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li><li>• Improve upon existing designs, giving reasons for choices.</li><li>• Disassemble products to understand how they work.</li></ul>

## RE

Follow agreed local syllabus

## PSHE

Personal, social, health and economic (PSHE) education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding

- opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

<b>Theme 1: Health and Wellbeing</b>	
<b>Health</b>	<ul style="list-style-type: none"> <li>• to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>
<b>Personal development</b>	<ul style="list-style-type: none"> <li>• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> </ul>
<b>Personal safety</b>	<ul style="list-style-type: none"> <li>• strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</li> <li>• the importance of protecting personal information, including passwords, addresses and images</li> <li>• about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</li> <li>• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations</li> </ul>

<b>Theme 2: relationships</b>
<ul style="list-style-type: none"> <li>• to develop the skills to develop and maintain positive and healthy relationships</li> <li>• that their actions affect themselves and others</li> <li>• to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</li> </ul>



- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

<b>Theme 3: living in the wider world</b>	
citizenship	<ul style="list-style-type: none"> <li>• to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• to think about the lives of people living in other places, and people with different values and customs</li> </ul>
Financial capability	<ul style="list-style-type: none"> <li>• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> </ul>