

# Year 4

## Number—Place Value

- ☑ count in multiples of 6, 7, 9, 25 and 1000
- ☑ find 1000 more or less than a given number
- ☑ count backwards through zero to include negative numbers
- ☑ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- ☑ order and compare numbers beyond 1000
- ☑ identify, represent and estimate numbers using different representations
- ☑ round any number to the nearest 10, 100 or 1000
- ☑ solve number and practical problems that involve all of the above and with increasingly large positive numbers
- ☑ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

## Number—adding and subtracting

- ☑ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- ☑ estimate and use inverse operations to check answers to a calculation
- ☑ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

## Number—multiplication and division

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- ☑ use place value, known and derived facts to multiply and divide mentally, including:
  - ☑ multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- ☑ recognise and use factor pairs and commutativity in mental calculations
- ☑ multiply and divide two-digit and three-digit numbers by a one-digit number using formal written layout
- ☑ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

## Number—Fractions

- ☑ recognise and show, using diagrams, families of common equivalent fractions
- ☑ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- ☑ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- ☑ add and subtract fractions with the same denominator
- ☑ recognise and write decimal equivalents of any number of tenths or hundredths
- ☑ recognise and write decimal equivalents to  $1/4$ ,  $1/2$ ,  $3/4$ .
- ☑ 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
- ☑ round decimals with one decimal place to the nearest whole number
- ☑ compare numbers with the same number of decimal places up to two decimal places
- ☑ solve simple measure and money problems involving fractions and decimals to two decimal places.

## Measurement

- ☑ Convert between different units of measure [for example, kilometre to metre; hour to minute]
- ☑ measure and calculate the perimeter of a rectangle (including squares) in centimetres and metres
- ☑ find the area of rectangle by counting squares
- ☑ estimate, compare and calculate different measures, including money in pounds and pence
- ☑ read, write and convert time between analogue and digital 12- and 24-hour clocks
- ☑ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

## Geometry—shape

- ☑ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ☑ identify acute and obtuse angles and compare and order angles up to two right angles by size
- ☑ identify lines of symmetry in 2-D shapes presented in different orientations
- ☑ complete a simple symmetric figure with respect to a specific line of symmetry.

## Geometry— position and direction

- ☑ describe positions on a 2-D grid as coordinates in the first quadrant
- ☑ describe movements between positions as translations of a given unit to the left/right and up/down
- ☑ plot specified points and draw sides to complete a given polygon.

## Statistics

- ☑ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- ☑ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

# Year 4

## Speaking and Listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate formality for effective communication.

## Reading—Comprehension

Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

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.

## Reading—Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Writing—Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (KLZ Literacy Toolkit; Spelling Progression Guide)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**See Penny Bill's spelling planner for Y4 on Tshare**

## Genres

Narrative:

Stories with historical settings  
Stories set in imaginary worlds  
Stories from other cultures  
Stories which raise issues/dilemmas  
Plays

**Non-Fiction:**

Recounts: newspapers and diaries  
Explanation  
Information texts  
Instructions  
Persuasive texts including letters and debates

**Poetry:**

Creating images  
Exploring form

## Handwriting

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## Writing—Composition

Pupils should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Write to suit a purpose and with a growing awareness of audience, using some appropriate features.
- organising writing into sections or 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]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

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.

## Writing—Vocabulary, punctuation, grammar

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although, but, or
- using the present perfect form of verbs in contrast to the past tense and 1st/3rd person, consistently
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials, noun phrases and adverbial phrases
- identify the correct determiner: a, an, these, those
- learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

**See Penny Bill's grammar planner for Y4 on Tshare**

## PMFL

- listen attentively to spoken language and show understanding by responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask/answer questions; express opinions and respond, clarify
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- Develop their ability to understand new words, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences
- describe people, places, things and actions orally and in writing Languages
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Unit 1: numbers 1–3, talking about pets, days of the week

Unit 2: months of the year, festivals and celebrations

Unit 3: members of the family, talking about pastimes, using the negative

Unit 4: rooms in a house, describing furniture

Unit 5: talking about holidays, and travel

Unit 6: Spanish: basic greetings, numbers

## Music

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.

- 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 pitch, duration, dynamics, tempo, timbre, texture and structure.
- 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.

Topics:

Below are 3 prescribed units and then there are 3 other units of your choice relating to the above.

1. Learn to read musical notation through playing the glockenspiel.
2. To compose, investigating purpose of sounds: *Music Express Painting with Sound*.
3. To sing songs in a 4 part round.

# Year 4

## PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance.
- perform dances using a range of movement patterns
- take part in outdoor challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

Dance (2 units): Mexican hat dance and Egyptian dance.

Gymnastics (2 units): Static balances; change of direction balance; rolls; apparatus

Outdoor (6 units): Basketball, football, tag rugby, tennis, rounder, athletics and kwik cricket.

## Art & Design

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

Media: Media: aquarelles, crayons, pastilles, charcoal, chalk (children to choose best material and paper for purpose).

Printing: lino

Textiles / Collage: marbling with textiles on top.

3D: Clay, mobiles of art e.g. swinging

Artists:

## Design & Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion,
- Annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits, incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### Cooking:

- 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.

### Application:

Measure cut, assemble and join with accuracy card, plastic, paper.

Use temporary and permanent fixings.

Use tools and wood glue when working with wood.

Electric Circuits—simple switches

Stitching and joining techniques of fabric

# Year 4

## Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Cross Curricular Topics

General ICT skills (2 weeks)

Word processing (5 weeks)

Desk Top Publishing (5 weeks)

Presentation Media (5 weeks)

Web research (5 weeks)

Email (2 weeks) 2Simple Email

Tablet Skills (2 weeks)

Programming 2DIY (5 weeks)

E-safety to be covered in term 1 and throughout all topics taught within the year.

## Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

## Living Things and their Habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

## Animals including humans

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

## States of Matter

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

## Electricity

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

# Year 4

Term 1 and 2 What does it mean to be a Hindu in Britain today?	How do Hindus show their faith?		A Hindu life: what is important?		Why is Mahatma Gandhi a Hindu hero?	Why is Mahatma Gandhi a Hindu hero?	What is it like to be a Hindu in Britain today?
Term 3 What can we learn from religions about deciding what is right and wrong?	What rules are important?	What important messages are in the Ten Commandments?	What does Christianity say about how to live a good life?	How can people decide what is right or wrong without God's help?	What do religious stories tell believers about temptation?.	How have religious teachings helped to affect somebody's actions?	
Term 4 Why are festivals important to religious communities?	What is worth celebrating?	What do Christians celebrate at Easter?	What was the meaning of Jesus' last meal with his friends?	What does the crucifying of Jesus mean to Christians?	What do Christians believe happened on Easter Sunday morning?	Why is Divali significant to Hindus?	Why do Muslims celebrate at the end of Ramadan?
Term 5 Why is Jesus inspiring to some people?	What does the word 'inspiring' mean? What do we know about Jesus' life story?		What do we know about Jesus' life story? Was Jesus inspiring because of his actions?		What did Jesus teach? Was he a good teacher?		
Term 6 Why do some people think life is like a Journey?	What does a journey mean to us?	What is the significance of a Baptism to Christians?	How do Jewish people mark becoming an adult?	What ceremonies do Hindus mark in the journey of life?	Why do people choose to get married?	Are all journey similar?	

## History

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.

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## Geography

Pupils should extend their knowledge and understanding beyond the local area to include Africa (Egypt), North and South America. (Mexico & Mayans) 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.

Pupils should be taught to:

### Locational knowledge

- locate the world's countries, using maps to focus on Africa (Egypt) and North and South America (Mexico) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Rivers: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (rivers), a region in North or South America

### Human and physical geography

describe and understand key aspects of:

- physical geography, including: rivers, water cycle, climate zones
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals (link to chocolate topic).

### Geographical skills and fieldwork

# Year 4

## PSHE

Building on Key Stage 1, pupils should have the opportunity to learn:

### Core Theme 1

To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.

To deepen pupils' understanding of good and not so good feelings

To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

For pupils to learn about taking care of their body; understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

To develop 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). The importance of protecting personal information including passwords, addresses and images of the pupils themselves or others

about people who are responsible for helping them stay healthy and safe and ways that they can help these people

To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

### Core Theme 2

To be able to recognise and respond appropriately to a wider range of feelings in others

To learn to recognise and manage 'dares'

To recognise what constitutes a positive, healthy relationship

To learn that their actions affect themselves and others

To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

To recognise and challenge stereotypes

To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage

To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all protected characteristic groups, including gay, lesbian, bisexual and transgender people and those suffering from disabilities and poor mental health, and how to respond to them and ask for help)

To be able 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 try to see, respect and if necessary constructively challenge, their points of view

### Core Theme 3

For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people

For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules

To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

That universal human rights are there to protect everyone and have primacy both over national law and family and community practices

To know that there are some cultural practices which are against British law and universal human rights,<sup>1</sup>

To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

To explore and critique how the media present information

For pupils to research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations to appropriate people understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

To learn what being part of a community means, and about the varied institutions that support communities locally and nationally

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

To think about the lives of people living in other places, and people with different values and customs

To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)

To learn about enterprise and the skills that make someone 'enterprising'