

## Year 4 Curriculum Overview, 2021-2022

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips and visitors</b>	<ul style="list-style-type: none"> <li>- The Past Presents the Greeks</li> </ul>	-	<ul style="list-style-type: none"> <li>- Question of Faith Day - Symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Avon Tyrell Residential</li> <li>- Outdoor Learning</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Outdoor Learning</li> <li>- Swimming</li> <li>- Longdown Dairy Farm</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Outdoor Learning</li> <li>- Swimming</li> </ul>
<b>Safety and Safeguarding</b>	<p><b><u>Building positive relationships</u></b></p> <ul style="list-style-type: none"> <li>- PSHE- positive friendships, communicating respectfully (online and in person), responding to hurtful behaviour, safe relationships</li> <li>- Science- Protecting your ears and hearing</li> </ul>	<p><b><u>Recognising online risks</u></b></p> <ul style="list-style-type: none"> <li>- PSHE - managing confidentiality,</li> <li>- Technology- recognising risks online, recognising everyone has a digital footprint, how to recognise factual content, recognising risk and how to seek help</li> <li>- Science - Electrical safety</li> <li>-</li> </ul>	<p><b><u>Human Rights and Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>- PSHE - Understanding human rights and responsibilities, belonging to a community</li> <li>- Science - Dental hygiene</li> </ul>	<p><b><u>Using and keeping money safe</u></b></p> <ul style="list-style-type: none"> <li>- PSHE- recognising the positive and negative impacts of money, understanding different ways of keeping money safe</li> <li>- Science - Impact on living things through environment changes</li> <li>- PE- water safety (swimming)</li> </ul>	<p><b><u>How to keep myself safe</u></b></p> <ul style="list-style-type: none"> <li>- PSHE- safe in the household (medicines and household), strategies to help with mental health and wellbeing, common drug use</li> <li>- Science - protection around heat (steam, boiling water etc)</li> <li>- PE- water safety (swimming)</li> </ul>	<p><b><u>Personal Hygiene</u></b></p> <ul style="list-style-type: none"> <li>- PSHE- Road safety, oral hygiene and dental care, maintaining and balanced lifestyle, personal hygiene</li> <li>- Science - protection around heat (steam, boiling water etc)</li> <li>- PE- water safety (swimming)</li> </ul>
<b>Key texts</b>	<ul style="list-style-type: none"> <li>- Varmints (film)</li> <li>- Jabberwocky</li> </ul>	<ul style="list-style-type: none"> <li>- Iron Man</li> <li>- FAR THER</li> <li>- From our family to yours (Christmas Advert)</li> </ul>	<ul style="list-style-type: none"> <li>- Winter's Child</li> <li>- The Selfish Giant</li> </ul>	<ul style="list-style-type: none"> <li>- How to Train Your Dragon</li> </ul>	<ul style="list-style-type: none"> <li>- Shackleton's Journey</li> <li>- Weslandia</li> </ul>	<ul style="list-style-type: none"> <li>- The Matchbox Diary</li> <li>- Origins film</li> </ul>
<b>Class Readers</b>	<ul style="list-style-type: none"> <li>- The Polar Bear Explorer's Club</li> </ul>	<ul style="list-style-type: none"> <li>- Wild Robot</li> </ul>	<ul style="list-style-type: none"> <li>- The boy at the back of the class</li> </ul>	<ul style="list-style-type: none"> <li>- How to Train Your Dragon</li> </ul>	<ul style="list-style-type: none"> <li>- The Lion, the Witch and the Wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>- The Firework Maker's Daughter</li> </ul>
<b>English Reading</b>	<ul style="list-style-type: none"> <li>- 2a give/explain the meaning of words in context</li> <li>- 2b - retrieve and record information. Identify key details from fiction/non-fiction texts.</li> <li>- Mixture of all skills taught so far</li> </ul>	<ul style="list-style-type: none"> <li>- 2b - retrieve and record information. Identify key details from fiction/non-fiction texts.</li> <li>- 2c - Summarising main ideas from more than one paragraph</li> <li>- Mixture of all skills taught so far</li> </ul>	<p>All skills will be covered with a teaching focus on:</p> <ul style="list-style-type: none"> <li>- 2b - Retrieve and record information. Identify key details from fiction/non-fiction texts.</li> <li>- 2c - Summarising main ideas from more than one paragraph</li> <li>- 2d- Make inferences from the text/explain and justify inferences from the text.</li> <li>- 2e- Predict what might happen from details stated and implied.</li> </ul>	<p>All skills will be covered with a teaching focus on:</p> <ul style="list-style-type: none"> <li>- 2c - Summarising main ideas from more than one paragraph</li> <li>- 2d- Make inferences from the text/explain and justify inferences from the text.</li> <li>- 2e- Predict what might happen from details stated and implied.</li> </ul>	<p>All skills will be covered with a teaching focus on:</p> <ul style="list-style-type: none"> <li>- 2c - Summarising main ideas from more than one paragraph</li> <li>- 2h - Make comparisons between texts.</li> </ul>	<p>All skills will be covered with a teaching focus on:</p> <ul style="list-style-type: none"> <li>- 2a give/explain the meaning of words in context</li> <li>- 2c - Summarising main ideas from more than one paragraph</li> <li>- 2g - Explain how meaning is enhanced through choice of words and structures.</li> </ul>
<b>English Writing</b>	<p>Setting and character description</p> <ul style="list-style-type: none"> <li>- Using conjunctions, adverbs and prepositions</li> <li>- Paragraphs to group related material</li> <li>- Commas to clarify meaning</li> <li>- Choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>- Fronted adverbials</li> </ul>	<p>Own version narrative</p> <ul style="list-style-type: none"> <li>- Add clarity and detail to sentences using fronted adverbials</li> <li>- Expand noun phrases by the addition of modifying adjectives, nouns and prepositions</li> <li>- Direct speech punctuation</li> </ul>	<p>Setting description as a letter</p> <ul style="list-style-type: none"> <li>- Paragraphs to group related material and themes</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>- Fronted adverbials</li> </ul>	<p>Non-chronological report</p> <ul style="list-style-type: none"> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Direct speech and accurate punctuation</li> <li>- Noun phrases expanded by the addition of modifying adjectives,</li> </ul>	<p>Newspaper report</p> <ul style="list-style-type: none"> <li>- Using conjunctions, adverbs and prepositions</li> <li>- Using paragraphs to group material</li> <li>- Use of headings and sub-headings to aid presentation</li> </ul>	<p>Non- Chronological report</p> <ul style="list-style-type: none"> <li>- Using conjunctions, adverbs and prepositions</li> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Use of present perfect form of verbs instead of simple past</li> </ul>

	<p>Nonsense performance poetry</p> <ul style="list-style-type: none"> <li>- Using conjunctions, adverbs and prepositions</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases</li> <li>- Fronted adverbials</li> <li>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>- Use of inverted commas and other punctuation to indicate and punctuate direct speech</li> </ul>	<p>Next part narrative- concluding part</p> <ul style="list-style-type: none"> <li>- Using conjunctions, adverbs and prepositions</li> <li>- Expand noun phrases by the addition of modifying adjectives, nouns and prepositions</li> <li>- Fronted adverbials</li> <li>- Use of paragraphs</li> <li>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>- Use of inverted commas and other punctuation to indicate and punctuate direct speech</li> </ul> <p>Retelling 1<sup>st</sup> person</p> <ul style="list-style-type: none"> <li>- Use of figurative language including similes, metaphors, alliteration, onomatopoeia, to describe</li> <li>- Use 1<sup>st</sup> person pronouns</li> </ul>	<p>Own version narrative</p> <ul style="list-style-type: none"> <li>- Using conjunctions, adverbs and prepositions</li> <li>- Expand noun phrases by the addition of modifying adjectives, nouns and prepositions</li> <li>- Fronted adverbials</li> <li>- Use of paragraphs</li> <li>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>- Use of inverted commas and other punctuation to indicate and punctuate direct speech</li> </ul>	<p>nouns and preposition phrases</p> <p>Character description</p> <ul style="list-style-type: none"> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Use of similes and metaphors to describe</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>- Identify and use technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Use of present perfect form of verbs instead of simple past</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>- Fronted adverbials</li> <li>- Direct speech and punctuation</li> </ul> <p>Diaries</p> <ul style="list-style-type: none"> <li>- Using conjunctions, adverbs and prepositions</li> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>- Fronted adverbials</li> <li>- Use of paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>- Use of headings and sub-headings to aid presentation</li> <li>- Use of commas to clarify meaning or avoid ambiguity</li> </ul> <p>Letter home</p> <ul style="list-style-type: none"> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Use of 1<sup>st</sup> person pronouns</li> <li>- Use of figurative language- similes, metaphors, alliteration and onomatopoeia</li> </ul>
<p><b>10 in 5 Focus Skills</b></p>	<ul style="list-style-type: none"> <li>- Year 3 place value skills</li> <li>- Year 3 equivalent fractions</li> <li>- Year 3 addition (mental)</li> <li>- Year 3 subtraction (mental)</li> <li>- Equivalent fractions</li> <li>- Timestables</li> </ul>	<ul style="list-style-type: none"> <li>- Year 3 column addition</li> <li>- Year 3 column subtraction</li> <li>- Roman Numerals</li> <li>- Counting through zero</li> <li>- Rounding to the nearest 10,100 and 1000</li> <li>- Timestables</li> </ul>	<ul style="list-style-type: none"> <li>- Order fractions with equivalent denominators</li> <li>- 1000 more, 1000 less</li> <li>- Compare and order numbers up to 10,000</li> <li>- Convert mixed numbers/improper fractions</li> <li>- Timestables</li> </ul>	<ul style="list-style-type: none"> <li>- Column addition</li> <li>- Column subtraction</li> <li>- Roman Numerals</li> <li>- Counting through zero</li> <li>- Rounding to the nearest 10,100 and 1000</li> <li>- Timestables</li> </ul>	<ul style="list-style-type: none"> <li>- Multiply by 10,100 and 1000</li> <li>- Divide by 10,100 and 1000</li> <li>- Factor pairs</li> <li>- Add and subtract fractions with the same denominator</li> <li>- Timestables</li> </ul>	<p>Consolidate all 10 in 5 skills based on needs of Year Group</p>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>- Recall my 0-12 timestable facts (throughout the year) (4NF-1 and 4MD-2)</li> <li>- Read and write numbers up to 10,000</li> <li>- Identify the place value of each digit in a 4 digit number (4NPV-2)</li> <li>- 1000 more and less</li> <li>- How many 100s there are in a 4 digit number (NVP-1)</li> <li>- Compare and order numbers up to 10,000 (4NPV-3)</li> <li>- Order fractions who have equivalent denominators</li> <li>- Find equivalent fractions using multiples</li> <li>- Convert tenth and hundredths into decimals</li> </ul>	<ul style="list-style-type: none"> <li>- Recall my 0-12 timestable facts (throughout the year) (4NF-1 and 4MD-2)</li> <li>- What percent means (visually)</li> <li>- Express simple equivalent F/D/P</li> <li>- Count forwards and backwards through zero to -10</li> <li>- Mixed numbers and where they fit on a number line (4F-1)</li> <li>- Convert mixed numbers and improper fractions (4F 1&amp;2)</li> <li>- Round to the nearest 10, 100 and 1000 (4NPV-3)</li> </ul>	<ul style="list-style-type: none"> <li>- Recall my 0-12 timestable facts (throughout the year) (4NF-1 and 4MD-2)</li> <li>- Count in multiples of 6,7,9,25 and 100</li> <li>- Divide 1000 into 2,4,5, and 10 equal parts (4NPV-4)</li> <li>- Subtract whole numbers to one decimal place using column subtraction (4NF-3)</li> <li>- Identify regular and irregular polygons and find their perimeters (4G-2)</li> <li>- Draw polygons using given coordinates and translate them (4G-1)</li> </ul>	<ul style="list-style-type: none"> <li>- Recall my 0-12 timestable facts (throughout the year) (4NF-1 and 4MD-2)</li> <li>- Add and subtract powers of 10 (4NF-3)</li> <li>- Add and subtract fractions with same denominator - including mixed number and improper (4F-3)</li> <li>- Identify angles using degrees as turns</li> <li>- Find factor pairs and multiples within timestable facts</li> <li>- Square and prime numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Recall my 0-12 timestable facts (throughout the year) (4NF-1 and 4MD-2)</li> <li>- Convert between mm,cm and m</li> <li>- Convert between g and kg</li> <li>- Convert between ml and l</li> <li>- Short multiplication method (2d x 1d)</li> <li>- Add, subtract and measure blocks of time</li> <li>- Solve a range of problems involving telling the time</li> </ul>	<ul style="list-style-type: none"> <li>- Recall my 0-12 timestable facts (throughout the year) (4NF-1 and 4MD-2)</li> <li>- Solve division problems that involve interpreting remainders - bus stop (4NF-2)</li> <li>- Calculate the area of rectilinear shapes by counting squares</li> <li>- Solve simple equations with pictures and letters</li> <li>- Retrieve, interpret and record information from different charts, graphs and tables</li> </ul>

	<ul style="list-style-type: none"> <li>- Common equivalent fractions and decimals</li> <li>- Recognise Roman Numerals up to 20</li> </ul>	<ul style="list-style-type: none"> <li>- Mental partitioning for addition (4NF-3)</li> <li>- Add whole numbers to 1 dp using column addition (4NF-3)</li> </ul>	<ul style="list-style-type: none"> <li>- Line symmetry in 2D shapes (4G-3)</li> </ul>	<ul style="list-style-type: none"> <li>- Multiply and divide by 10, 100 and 1000 (4MD-1)</li> <li>- Multiplication is commutative and distributive (4MD-3)</li> </ul>		
<b>Science</b>	<p>Sound</p> <p>How sound is made and how it is linked to vibrations</p> <p>How sound travels</p> <p>How the ear works</p> <p>What pitch and volume are and how they are created</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>What a circuit is and what is needed to create it</p> <p>What a conductor and insulator are</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple, practical enquiries, comparative and fair tests.</p>	<p>Animals</p> <p>Digestive system in humans</p> <p>Different types of teeth in humans</p> <p>What a food chain is and what predators and prey are</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Identify differences, similarities or changes related to simple, scientific ideas and processes</p>	<p>Living Things</p> <p>How living things can be grouped</p> <p>What classification is</p> <p>What an environment is and how these can change</p> <p>Gather, record, classify and present data in a variety of ways to help answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	<p>States of Matter</p> <p>Compare and group different materials- focusing on solids, liquids and gases</p> <p>Some materials change state when they are heated and cooled</p> <p>That we measure temperature in degrees Celsius</p> <p>The water cycle</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>States of Matter</p> <p>Compare and group different materials- focusing on solids, liquids and gases</p> <p>Some materials change state when they are heated and cooled</p> <p>That we measure temperature in degrees Celsius</p> <p>The water cycle</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>
<b>Geography</b>			<p>Mountains</p> <ul style="list-style-type: none"> <li>• Know where the main mountain regions are in the UK</li> <li>• Know the names of a number of the world's highest mountains</li> <li>• Use maps to locate European countries and capitals. Identify the position and significance of the Equator, Northern hemisphere, Southern Hemisphere, longitude and latitude.</li> <li>• Identify, describe and locate the countries and cities of Europe. Include key topographical features such as coasts, seas, mountains</li> </ul>		<p>Biomes and vegetation belts with climate</p>	<p>Distribution of natural resources - food, mineral and water</p>
<b>History</b>	<p>Ancient Greeks</p> <p>What did the Greeks do for us?</p> <ul style="list-style-type: none"> <li>- Develop an understanding of the way of life, beliefs and achievements of the Ancient Greeks using the mnemonic 'PLASTIK' (politics, language, architecture, sport, theatre, ideas and beliefs, knowledge)</li> </ul>			<p>Vikings- raiders or settlers?</p> <ul style="list-style-type: none"> <li>- The original meaning of the word Viking was raider/ looter</li> <li>- Targets of Viking raids with a main focus on Britain but also looking</li> </ul>		

	<ul style="list-style-type: none"> <li>- Understand a range of Greek ideas, achievements and ways of life that still impact the modern world</li> <li>- Be able to compare an aspect of Greek legacy to that of another ancient civilisations: Egyptians or early Islamic civilisations</li> <li>- Understand that time periods overlap</li> <li>- Understand that historical periods vary in duration</li> <li>- Use precise chronological vocabulary e.g. century and decade</li> <li>- Provide simple explanations that not everyone in the past lived in the same way and why.</li> <li>- Make a judgement on what the most significant feature of a period studied is</li> <li>- Describe, with examples, a range of 'change points' in history where some things have changed but some have stayed the same.</li> <li>- Explain why changes in different places might be connected.</li> <li>- Describe, with simple examples beyond human action, different types of causes for a significant historical event.</li> <li>- Understand what the significance of something can reveal about the period studied.</li> <li>- Understand that history is always subject to change - if new evidence is found, it must be revised.</li> </ul>			<ul style="list-style-type: none"> <li>- at other countries raided</li> <li>- Knowledge of characteristics of Vikings invasions: places, weapons, nature</li> <li>- At the end of 850AD Vikings settled in Britain</li> <li>- Understand that historical periods vary in duration.</li> <li>- Provide simple explanations that not everyone in the past lived in the same way and why.</li> <li>- Make a judgement on what the most significant feature of a period studied is</li> <li>- Describe, with examples, a range of 'change points' in history where some things have changed but some have stayed the same.</li> <li>- Explain why changes in different places might be connected.</li> <li>- Understand what the significance of something can reveal about the period studied.</li> <li>- Can describe a source, including its origins and purpose, using own knowledge of periods and civilisations studied.</li> </ul>		
<b>Engineering (DT)</b>	<p>Sound Engineering - Textiles To create a pet toy with a squeaker in</p>		<p>Animals Engineering -Food and cooking To create digestion/tooth friendly recipes</p>		<p>States of Matter Engineering - Construction and mechanics To create structures which will withstand different weathers (e.g. heat, cold and wet)</p>	
<b>Art</b>		<p>Art - Using colour washes Experiment with mixing primary colours to create secondary colours.</p>		<p>Artist Study - Mark Rothko vs. Isamu Noguch</p>		<p>Creating sculpture in the style of Isamu Noguchi, looking at techniques and design and then using the style of Mark Rothko</p>

		What colours and words do you think of for this element? (fire/ water/ earth/ air). Practise blowing paint with a straw. Different strength of breath and directions. Put techniques into practise on colour wash.		Recreating the work of either a Mark Rothko vs. Isamu Noguchi painting, looking at techniques and design using the elements as inspiration rather than the feelings.		to paint it. Using focus element (air, water, fire or earth) to create a 3D sculpture and use colour to demonstrate emotion. Use previous mixing techniques to create colours. Creating a sculpture in the style of painting by Isamu Noguchi.
<b>RE</b>	Concept- Good and Evil Context- Hinduism Theme- Holi	Concept- Holy Context- Christianity Theme- Mary Mother of God	Concept- Ritual Context- Christianity Theme- Paschal Candle	Concept- Symbol Context- Christianity Theme- Eucharist	Concept- Temptation Context - Christianity Theme- Jesus's Temptation	Concept- Protection Context- Hinduism Theme - Raksha Bandham
<b>PE</b>	Hockey and Football  Dance- Respond to music to express a variety of clear moods & feelings	Tag Rugby  Dance- Make up part of a dance in pairs, relating moves to key themes/storyline/mood of music	Netball and Basketball  Gymnastics - Plan, perform and repeat gymnastic sequences, linking still shapes with travel Link a number of movements into a sequence Display smooth transitions between balances	Tennis (Net and Wall) Outside  Swimming  Gymnastics- Make similar shapes on the floor and apparatus, working with a partner Devise, repeat and perform a short sequence that shows changes in speed and levels used in pairs/small group To work in small groups offering peer support	Athletics  Swimming  Gymnastics and Dance- Choreograph a piece of dance focusing on a mixture of gymnastic sequences, transitions and levels (using apparatus) The piece will be responding to a series of different music styles as stimulus	Strike and Field  Swimming  Net and Wall (Inside)
<b>Technology (Computing)</b>	Create a scratch game involving switches (being revised for Autumn 2022)	Create a scratch game involving switches (being revised for Autumn 2022)	Digital Literacy - Navigation Online Safety- Online responsibility Coding - Logical reasoning	Digital Literacy- Typing with accuracy Online Safety- Power of words Coding - Appropriate sequencing	Digital Literacy- Presenting Online Safety- Actions to protect Coding - Debugging	Digital Literacy - Effective searching Online Safety- Fake vs real Coding- Variables in code
<b>Music</b>	<b><u>Singing Assembly -</u></b> Sing with accurate pitch and using expression. Maintain my own part in rounds.	<b><u>Music Services -</u></b> Sing with accurate pitch and using expression. Maintain my own part in rounds.	<b><u>In Class -</u></b> Play a range of tuned and untuned percussion, showing good control.  Listen and respond to own and others work offering and accepting feedback, including ways to improve.	<b><u>In Class -</u></b> Listen to a range of live and recorded music from different traditions, genres, styles and times and comment appropriately on their thoughts, feelings and ideas.	<b><u>Singing Assembly -</u></b> Sing with accurate pitch and using expression. Maintain my own part in rounds.	<b><u>Music Services -</u></b> Communicate thoughts, feelings and ideas through simple compositions. Experiment with tuned and untuned instruments, create soundscapes using rhythmic patterns and melodies.
<b>PSHE /SMSC</b>	<b>Families and friendships</b> ➤ Features of positive friendships ➤ developing strategies for building positive relationships ➤ how to communicate respectfully, including online PoS Refs: R10, R11, R12, R13, R18  <b>Safe relationships</b> ➤ Responding to hurtful behaviour ➤ managing confidentiality ➤ recognising risks online and how to seek help PoS Refs: R20, R23, R27, R28  <b>Respecting ourselves and others</b>	<b>Belonging to a Community</b> Recognising what makes a community shared responsibilities PoS Refs: L4, L6, L7  <b>Media Literacy and Digital Resilience (Links to computing)</b> Understanding everyone has a digital footprint knowing how data is shared and used knowing how to recognise factual content PoS Refs: L13, L14  <b>Money and Work</b>	<b>Physical health and Mental wellbeing</b> ➤ Recognising strategies to support mental health ➤ managing wellbeing ➤ <b>Maintaining a balanced lifestyle</b> ➤ <b>oral hygiene and dental care (Links to science)</b> PoS Refs: H2, H5, H11  <b>Keeping safe</b> ➤ <b>Medicines and household products</b> ➤ <b>drugs common to everyday life (Links to science)</b> PoS Refs: H30, H31, H32, H34			

	<ul style="list-style-type: none"> <li>➤ Respecting differences and similarities</li> <li>➤ discussing difference sensitively and respectfully</li> <li>➤ understanding human rights and responsibilities</li> </ul> PoS Refs: R32, R33		Making decisions about money understanding using and keeping money safe recognising the negative and positive effects of money on others PoS Refs: L17, L19 L20, L21			
<b>French</b>	Moi	C'est quand ton anniversaire?	Ma famille	Body	Portraits	Pets and Animals