

Year 4

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle for Learning	Rivers Ancient Egyptians		Magnificent Mountains		Anglo Saxons	
Maths	Unit 1 : Place Value - 4 digit numbers (1) Unit 2 : Place Value - 4 digit numbers (2) Addition and subtraction	Measurement-Perimeter Multiplication & division End of term- Autumn NTS test	Multiplication and Division (1) Measurement-Area Fractions including capacity	Statistics Fractions including decimals- decimals End of term-Spring NTS test	Fractions including decimals- decimals Measurement- Money/ Time	Geometry- Position & direction Consolidation period End of term- Summer NTS test
English	The Flood	TBC	TBC	TBC	TBC	TBC

Science

States of Matter

I can compare different materials and group them together as solids, liquids and gases.

I can investigate how some materials can change state when they are heated or cooled.

I can measure and research the temperatures at which changes of state occur.

I can understand how the key terms evaporation and condensation in terms of the water cycle.

Working Scientifically

Questioning

I can begin to ask relevant questions relating to my Science learning, using different types of scientific enquiry.

I can use simple scientific evidence to answer questions.

I can use simple scientific evidence to support my findings to investigations.

Observing

I can begin to make systematic observations.

I can begin to make increasingly accurate measurements to support my observations.

I can begin to identify differences and similarities, or changes relating to simple scientific ideas and processes.

Investigating

I can set up simple practical investigations, with support.

I can use written and oral explanations to explain my findings.

I can use the correct scientific vocabulary in my investigations.

I can use my results to draw simple conclusions, relating it to my predictions.

I can suggest improvements to my investigation and raise further questions.

Recording

I can gather, record, classify and present data in different ways, to help answer my question, with support.

I can begin to explain my findings using simple scientific language.

I can use simple drawings, labelled diagrams and tables to record and explain my findings.

Sound

I can investigate how sounds are made.

I can describe how sounds are made, associating some with vibrating.

I can understand and explain that vibrations from sound travel through a medium to the ear.

I can investigate the pitch of a sound and the properties of the material that produced it, explaining my findings.

I can investigate the volume of a sound and the strength of the vibrations that produced it, explaining my findings.

I can explain the relationship between the volume of a sound and the distance away from the source of the sound.

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Living things and their habitats

I can describe how living things can be grouped in different ways.

I can explore classification keys and understand why they are useful.

I can use classification keys to group, identify and name a variety of living things.

I can describe how environments can change.

(Previous learning: see N, R & Y2 coverage)

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Electricity

I can identify a range of common appliances that run on electricity.

I can understand a simple series circuit and its components.

I can construct a simple series circuit and label the different components.

I can explain and give reasons why a component in a circuit will work or won't work.

I can investigate how a switch works and explain my findings.

I can investigate common conductors and insulators and explain my findings.

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Animals Including Humans

I can investigate how the human digestive system works.

I can describe the functions of different parts of the human digestive system.

I can name and identify the different types of teeth in humans.

I can describe the functions of the different types of teeth in humans.

I can understand what a producer, predator and prey is in terms of food chains.

I can interpret different food chains.

I can construct different food chains with a variety of different producers, predators and prey.

(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

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I can use written and oral explanations to explain my findings.

I can use the correct scientific vocabulary in my investigations.

I can use my results to draw

Geography

Map skills & field work

I can locate some UK rivers on a world map.

I can locate some rivers outside of the UK on a world map.

I can identify climate zones on a map.

I can locate some deserts on a world map, including a hot and a cold desert.

Location and place knowledge

I can name some UK rivers, including the Tame, Severn and Trent.

I can discuss the previous uses of the River Trent.

Developing knowledge of the world

I can name some rivers outside of the UK, recognising what country, continent and hemisphere it is located in.

I can name some deserts, recognising deserts can be hot or cold, such as the Sahara and Antarctica.

Rivers - Human and Physical geography

I can explain the journey of a river from source to mouth using diagrams, pictures or models.

I can begin to explain how a river is formed.

I can discuss how the water cycle is closely linked to the formation of a river.

Climate Zones

I can recognise and describe the physical features of rivers and describe how they have shaped the land.

Settlements

I can explain some reasons why people are attracted to living by rivers.

I can explain some reasons why water is such a valuable commodity.

I can discuss both the positive and the negative effects that flooding has on human life.

Trade

I can recognise trade links, including food miles and discuss the importance of these. (Link to Food and Nutrition)

(Previous learning: see N, R, Y1 & Y2 coverage)

Developing knowledge of the world

I can locate some mountain ranges on a world map.

I can identify some high and low areas on an OS map, using contour lines.

I can name some mountain ranges, including the Alps, Himalayas and the Andes, recognising what continent and hemisphere they are located in.

I can begin to explain how a mountain is formed.

Climate zones

I can discuss the physical features of a climate zone.

I can compare and contrast a region in the UK and a contrasting region in or outside of the Europe (flat/under sea level).

I can understand hazards from physical environments, such as avalanches and mud slides in mountain regions.

(Previous learning: see N, R, Y1 & Y2 coverage)

Field work

I can create a simple scale drawing.

I can use the N, NE, NW, S, SE, SW, E and W compass points to locate features and plan a route on an OS map.

I can recognise some symbols on an OS map of a familiar area.

I can identify the key features of a locality by drawing a map, using basic OS symbols.

(Previous learning: see N, R, Y1 & Y2 coverage)

History

Ancient Egypt

I can understand the importance of Tutenkhamun in our understanding of Ancient Civilizations

I can place events from period studied on a timeline

I can use terms related to the periods studied and begin to date events

I can understand more complex terms eg BC/AD

I can look at evidence available

I can begin to evaluate the usefulness of different sources

I can use text books and historical knowledge

I can use evidence to build up a picture of a past event

I can choose relevant material to present a picture of one aspect of life in the past

I can ask a variety of questions

I can use the library and internet for research

(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

Anglo Saxons

I can explore Anglo Saxon Staffordshire

I can identify why Alfred the Great was Great

I can use evidence to reconstruct life in the past

I can identify key features and events of the past

I can look for links and effects in the past

I can offer a reasonable explanation for some events

I can look at evidence available

I can begin to evaluate the usefulness of different sources

I can use text books and historical knowledge

I can use evidence to build up a picture of a past event

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I can use the library and internet for research

(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

<p>Computing</p>	<p><u>Online Safety</u> I can identify how digital citizens take responsibility for themselves, their communities, and their world.</p> <p>I can create a strong password to help protect my privacy.</p> <p>I can identify how what we post online affects our identity.</p> <p>I can identify what makes a strong online community.</p> <p>I can identify what I should do when someone uses mean or hurtful language on the internet.</p> <p>I can identify why people alter digital photos and videos. (Previous learning: see R, Y1, Y2 & Y3 coverage)</p>	<p><u>Systems and networks</u> I can describe how networks physically connect to other networks and make up the internet</p> <p>I can outline how websites can be shared via the World Wide Web, how content can be added and accessed.</p> <p>I can recognise how the content of the WWW is created by people evaluating the consequences of unreliable content (Previous learning: see R, Y1, Y2 & Y3 coverage)</p>	<p><u>Computer Science and Programming</u> I can identify that accuracy in programming is important</p> <p>I can create a program in a text-based language</p> <p>I can explain what ‘repeat’ means</p> <p>I can design and create a project that includes repetition</p> <p>I can modify a count-controlled loop to produce a given outcome</p> <p>I can decompose a program into parts</p> <p>I can create a program that uses includes two or more loops to produce a given outcome</p> <p>I can develop the use of loops in a different programming environment</p> <p>I can explain that in programming there are infinite loops and count controlled loops</p> <p>I can modify an infinite loop in a given program (Previous learning: see R, Y1, Y2 & Y3 coverage)</p>	<p><u>Photo Editing</u> I can explain that digital images can be changed and describe why</p> <p>I can change the composition of an image and evaluate improvements</p> <p>I can make good choices when selecting different tools</p> <p>I can recognise that not all images are real</p> <p><u>Audio Editing</u> I can identify that sound can be digitally recorded, explaining how it is stored as a file</p> <p>I can use a digital device to record sound</p> <p>I can explain that audio can be changed through editing</p> <p>I can combine different audio to be played together and evaluate (Previous learning: see R, Y1, Y2 & Y3 coverage)</p>	<p><u>Data</u> I can explain that data gathered over time can be used to answer questions</p> <p>I can use a digital device to collect data automatically and use this to answer questions</p> <p>I can explain that a data logger collects ‘data points’ from sensors over time (Previous learning: see R, Y1, Y2 & Y3 coverage)</p>
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Art

Painting

I can accurately apply appropriate amounts of paint to the surface of my chosen media.

I can choose and use paint for a purpose

I can experiment with colour, texture, line, shape and composition to create mood.

I am learning to work with monochrome colour

I am learning how I can paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques such as – rags, sticks, fabrics and sponges.

I can mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes

I know how where secondary colours sit on the colour wheel.

I understand composition in relation to a horizon line or landscape.

I can paint with line to define detail colour has light and dark values and how colours can be used to make colours lighter or darker, creating more vibrant paintings like those of the impressionists.

I am learning how to make shades and tones to add more dramatic effects and to manipulate light.

I can use line to highlight form and shape.

I am developing my brushstrokes work to allow for a more realistic outcome.

I can use pattern and texture to add effects or decoration.

Sculpture and 3D

I can design and make forms in 3D.

I can join clay and create a simple base for adding other shapes.

I can use a variety of techniques and tools to create a variety of shapes.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Famous Artists - Paul Cezanne

I can discuss the styles of artists, craft makers or designers and use this to inform my own work.

I can understand the historical and/or cultural significance of a chosen artist/art form.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Drawing

I can accurately identify and represent 2D and 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale and order.

I can focus on the use of line for mark making and to add texture to drawings

I show control and shading with graphite, chalks and charcoal to describe shape, form, light and shade.

I can draw quick light lines (sketching) and more deliberate, measured lines.

I can revisit close observational drawing with a focus on adding texture.

I am developing my understanding of perspective.

I can use a view finder

Sketchbooks

I can use my sketch book to adapt my work as my ideas develop.

I can make annotations in my book to describe how I might develop my work further.

Evaluate and appraise

I can use appropriate language when comparing ideas, methods and approaches in my own and others' work.

I can describe what I think and feel about my own and others' work and how this might influence my designs

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Seasonal stockingsDesign

I can use a diagram to design a product and label and annotate my design

I can use ICT/books to research my product and its functionality

I can use research to develop design criteria

I can follow the design criteria of a product and come up with my own design

I can discuss my design ideas as part of a group

I can consider the purpose and functionality of a product before I design it

I can write about what my product is used for and explain why it is useful, giving examples

I can create my detailed design using labels, model mock ups and ICT (where appropriate)

Make

I can select the correct equipment from a range of tools and materials to create my product

I can cut, shape, join and finish my product using the correct equipment

I can measure and cut materials accurately using a ruler to mark out.

I can cut use a saw and woodblock

Evaluate

I can complete research into what my [product] is and its functionality and evaluate the existing product to formulate my own design

I can evaluate the purpose and functionality of my [product] and if it works, linked to my design criteria

I can evaluate my product thinking about WWW and EBI

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Seasonal foodTechnical knowledge

I can understand and apply the principles of a healthy diet

I can understand the structure of a recipe and be able to follow it

I can understand the seasonality of, and know where and how a variety of ingredients are grown, reared, caught and processed

Food and Nutrition

I can revise how to use a ruler and read a scale to cm accurately to support my measurements

I can measure volumes of liquids accurately

I can use the correct knife grip for cutting and spreading accurately

I can hold food steady with a fork while chopping/slicing

I can prepare a cook savoury dishes using a range of cooking techniques such as; chopping, peeling, grating, slicing, mixing, spreading

I can begin to experiment with different combinations of ingredients to create a desirable taste

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Light up signsDesign

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PE

Swimming

I can swim competently, confidently and proficiently over a distance of at least 25 metres.

I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.

I can perform safe self-rescue in different water-based situations.

	<p><u>Dance</u> I can confidently improvise with a partner or on my own.</p> <p>I can begin to create longer dance sequences in a larger group.</p> <p>I can demonstrate precision and some control in response to stimuli.</p> <p>I can begin to vary dynamics and develop actions and motifs.</p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify parts of a sequence as a result of self-evaluation.</p> <p>I can use simple dance vocabulary to compare and improve work.</p> <p>I can think about how I can improve my own work.</p> <p>I can work with a partner or small group to improve my skills.</p> <p>Appraise and evaluate I can think about how I can improve my work</p> <p>I can work with a partner or small group to improve my skills</p> <p>(Previous learning: see N, R, Y1, Y2 & Y3 coverage)</p>	<p><u>Games</u> I can begin to vary skills, actions and ideas and link these in ways that suit the game's activity.</p> <p>I can begin to show confidence in using ball skills in various ways, and can link these together <i>e.g. dribbling, bouncing, kicking.</i></p> <p>I can begin to use skills with co-ordination, control and fluency.</p> <p>I can take part in competitive games with an understanding of tactics and composition.</p> <p>I can begin to create my own games using skills.</p> <p>I can work well in a group to develop various games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can begin to make suggestions as to what resources can be used to differentiate a game.</p> <p>I can begin to apply basic skills for attacking and defending.</p> <p>I can begin to use running, jumping, throwing and catching in isolation and combination.</p> <p>I can think about how I can improve my own work.</p> <p>I can work with a partner or small group to improve my skills.</p> <p>(Previous learning: see N, R, Y1, Y2 & Y3 coverage)</p>	<p><u>Games</u> I can begin to vary skills, actions and ideas and link these in ways that suit the game's activity.</p> <p>I can begin to show confidence in using ball skills in various ways, and can link these together <i>e.g. dribbling, bouncing, kicking.</i></p> <p>I can begin to use skills with co-ordination, control and fluency.</p> <p>I can take part in competitive games with an understanding of tactics and composition.</p> <p>I can begin to create my own games using skills.</p> <p>I can work well in a group to develop various games.</p> <p>I can compare and comment on skills to support creation of new games.</p> <p>I can begin to make suggestions as to what resources can be used to differentiate a game.</p> <p>I can begin to apply basic skills for attacking and defending.</p> <p>I can begin to use running, jumping, throwing and catching in isolation and combination.</p> <p>I can think about how I can improve my own work.</p> <p>I can work with a partner or small group to improve my skills.</p>	<p><u>OAA</u> I can develop strong listening skills.</p> <p>I can use simple maps.</p> <p>I can begin to think activities through and problem solve.</p> <p>I can choose and apply strategies to solve problems with support.</p> <p>I can think about how I can improve my own work.</p> <p>I can work with a partner or small group to improve my skills.</p> <p>(Previous learning: see Y3 coverage)</p>	<p><u>Athletics</u> I can begin to build a variety of running techniques and use them with confidence.</p> <p>I can begin to perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>I can begin to demonstrate accuracy in throwing and catching activities.</p> <p>I can begin to describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> <p>I can think about how I can improve my own work.</p> <p>I can work with a partner or small group to improve my skills.</p> <p>(Previous learning: see Y1, Y2 & Y3 coverage)</p>	<p><u>Gymnastics</u> I can begin to link skills with control, technique, co-ordination and fluency.</p> <p>I can begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>I can begin to develop strength, technique and flexibility throughout performances.</p> <p>I can combine equipment with movement to create sequences.</p> <p>I can think about how I can improve my own work.</p> <p>I can work with a partner or small group to improve my skills.</p> <p>Appraise and evaluate I can think about how I can improve my work</p> <p>I can work with a partner or small group to improve my skills</p> <p>(Previous learning: see N, R, Y1, Y2 & Y3 coverage)</p>
<p>Music See Charanga scheme for objectives and previous coverage</p>	<p>Interesting time signatures</p>	<p>Combining elements to make music</p>	<p>Developing pulse and groove through improvisation</p>	<p>Creating simple melodies together</p>	<p>Connecting notes and feelings</p>	<p>Purpose, identity and expression in music</p>

RE

How special is the relationship Jews have with God?

I can explain what makes Jewish people believe they have a special relationship with God.

I can ask questions and suggest some of my own responses to ideas about God.

I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life.

I can discuss my own and other people's ideas about why humans do bad things and how people try to put things right.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

What is the most significant part of the Nativity story for Christians today?

I can explain what is the most significant part of the Nativity story for Christians today.

I can compare different people's views on Christmas.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

How important is it for Jewish people to do what God asks them to do?

I can describe different ways in which Jewish people show respect to God.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Is forgiveness always possible?

I can discuss if forgiveness is always possible.

I can ask important questions about how forgiveness is possible.

I can identify how it would feel to keep Kashrut.

I can give my own views about how people decide right from wrong.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

What is the best way for a Jew to show commitment to God?

I can explain how Jewish people might show their commitment to God.

I can express opinions on which ways I think are best for Jewish people to show their commitment.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Do people need to go to church to show they are Christians?

I can describe some of the ways that Christians use churches to worship.

I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life.

(Previous learning: see R, Y1, Y2 & Y3 coverage)

Online relationships

I can use ICT safely including using software features and settings

I can show how information and data is shared and used Online

I can show that for most people the internet is an integral part of life and has many benefits

I can show the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

I can explore why social media, some computer games and online gaming, for example, are age restricted

I can show where and how to report concerns and get support with issues online

I can show what a stereotype is, and how stereotypes can be unfair, negative or destructive

I can understand the terms 'discrimination' and 'Stereotype'

I can challenge stereotypes relating to gender and work

(Previous learning: see Y3 coverage)

Caring friendships

I can understand what self-esteem is and why it is Important

I can communicate my opinions in a group setting

Being safe

I can recognise the difference between isolated hostile incidents and bullying

Respectful relationships

I can understand the terms 'resilience' and 'persistence' and why these character traits are important

I can show an understanding of different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

I can recognise bullying behaviour

I can understand why it is important to listen to others

I can communicate my opinions in a group setting

I can understand and appreciate the range of different cultures and religions represented within school

I can learn about the need for tolerance for those of different faiths and beliefs.

I can explore how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

Health and wellbeing

I can show what constitutes a healthy diet (including understanding calories and other nutritional content)

I can explore where different foods come from

I can show what constitutes a healthy diet (including understanding calories and other nutritional content)

I can understand the function of different food groups for a balanced diet

I can explore the principles of planning and preparing a range of healthy meals

I can prepare and cook a variety of dishes
(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

Families and people who care for me

I can understand why it is important to listen to others

I can communicate my opinions in a group Setting

I can understand why it is important to listen to others

Mental wellbeing

I can show an understanding that isolation and loneliness can affect me and that it is very important for me to discuss my feelings with an adult and seek support

I can show an understanding that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

I can understand that family units can be different and can sometimes change

(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

Mental wellbeing

I can understand that everyone has different strengths and weaknesses

I can learn about the importance of self-respect and how this links to their own happiness

I can explore how to set realistic targets

I can understand how to break down the steps needed to achieve a goal

(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

Families and people who care for me

I can understand how we are all connected by our similarities

I can show an understanding that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

I can understand how the make-up of family units can differ

I can understand and appreciate the range of different cultures and religions represented within school

I can learn about the need for tolerance for those of different faiths and beliefs

Respectful relationships

I can explore what a stereotype is, and how stereotypes can be unfair, negative or destructive

I can understand the term 'diversity' and appreciate diversity within school

I can learn about the need for tolerance for those who are different from us

I can learn about and reflect on their own spending habits / choices

I can understand why financial management and planning is important from a young age

Risks

I can learn about and reflect on their own spending habits / choices

I can understand why financial management and planning is important from a young age
(Previous learning: see N, R, Y1, Y2 & Y3 coverage)

You can merge columns together if things run over the whole term. Consider what themes areas of learning you are focussing on. What is your vehicle for teaching? - e.g. the Mayas. This might cover the history and geography but it is not going to link with science and computing; these subjects will have a different vehicle for teaching. We need to move away from thinking about things as topics.