



Year 3/4 Medium Term Plan – Land of the Sun



Term	Spring		
Key text	'There's a Pharaoh in our Bath!' by Jeremy Strong and National Geographic Everything Ancient Egypt		
Key Vocabulary	Ancient Egypt, Africa, River Nile, civilisation, Pharaoh, Tutankhamun,		
Overarching objectives	History - Demonstrate key knowledge of features about places around them beyond the UK.		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it is achieved?
Lesson 1 WALT: Locate Egypt and understand how it relates to the rest of the world	Geography	- Develop an awareness of how places relate to each other for example Egypt being a part of Africa.	Children will - Use maps to identify where Egypt is in the world. - Know where Egypt is and the surrounding areas. - Know where cities are located in within Egypt and reflect why they're near a water source (Nile).
Lesson 2 WALT: Find out some geographical features of Egypt	Geography	- Demonstrate key knowledge of features about places around them beyond the UK.	Children will - Use research skills to find out about Egypt's geographical features. - Use their knowledge to ask/answer questions.
Lesson 3 WALT: Place key events from the ancient Egyptian period in a chronological order	History	- Place some historical periods in a chronological framework. - Use historical terms relating to the period of study. - Use an increasing range of common phrases relating to the passing of time.	Children will - Share what they already know about Egypt. - Identify the difference between AD and BC. - Place key events from Ancient Egyptian civilisation on a timeline. - Compare to other civilisations in familiar historical eras.
Lesson 4 WALT: Understand the importance about the River Nile	Geography	- Demonstrate key knowledge of features about places around them beyond the UK.	Children will - Use research skills to find out about Egypt's geographical features. - Explain why the River Nile was essential to survival for Ancient Egyptians.
	History	- Use historical terms relating to the period of study.	Children will

Lesson 5 WALT: understand what life was like in Ancient Egypt			<ul style="list-style-type: none"> - Understand what life was like in Ancient Egypt.
Lesson 6 WALT: Make Egyptian bread	DT	<ul style="list-style-type: none"> - Use a wider range of ingredients and techniques to prepare and combine ingredients safely. - Read and follow recipes which involve several processes, skills and techniques. 	<p>Children will</p> <ul style="list-style-type: none"> - Be able to follow a recipe to make Egyptian bread. - Work safely and hygienically with food - Follow a recipe - Evaluate their work
Lesson 7 WALT: understand who ruled Ancient Egypt	History	<ul style="list-style-type: none"> - Communicate their learning in an organised and structured way using appropriate terminology. - Use historical terms relating to the period of study. - Use sources of information in ways that go beyond simple observations to answer questions about the past - Understand that sources may contradict each other 	<p>Children will</p> <ul style="list-style-type: none"> - Understand how evidence can give us different answers about the past.
Lesson 8 WALT understand the significance of Tutankhamun	History	<ul style="list-style-type: none"> - Use historical terms relating to the period of study. - Show understanding of some of the ways in which we find out about the past and identify different ways in which we represent them. - Use a variety of resources to find out about aspects of life in the past. 	<p>Children will</p> <ul style="list-style-type: none"> - Understand who discovered Tutankhamun's tomb - Be able to know what the valley of the kings is - Know what was found in Tutankhamun's tomb
Lesson 9 WALT: learn about Egyptian Gods and Goddesses	History	<ul style="list-style-type: none"> - Use historical terms relating to the period of study. - 	<p>Children will</p> <ul style="list-style-type: none"> - Know that pharaohs were God like - Name some significant Gods in Egypt's history.
Lesson 10 WALT: Find out about the pyramids of Ancient Egypt	History	<ul style="list-style-type: none"> - Use historical terms relating to the period of study. - Describe the achievements of early civilisations. 	<p>Children will</p> <ul style="list-style-type: none"> - Have an idea of the importance of the pyramids.
Lesson 11 WALT: Understand why we are still learning about Egyptians today	History	<ul style="list-style-type: none"> - Use historical terms relating to the period of study. - Show understanding of some of the ways in which we find out about the past and identify different ways in which we represent them. - Use a variety of resources to find out about aspects of life in the past. 	<p>Children will</p> <ul style="list-style-type: none"> - Know the difference between primary and secondary sources.

Lesson 12 WALT: Make an Ancient Egyptian necklace	Art/DT	<ul style="list-style-type: none"> - Articulate how they might improve work using technical terms and reasons - Use technical skills to adapt and improve work - Create diagrams using exploded diagrams. 	Children will <ul style="list-style-type: none"> - Make a necklace - Consider decorations used - Consider materials
Lesson 13 WALT: Make art work by printing	Art	<ul style="list-style-type: none"> - Use printing to create patterns of hieroglyphics 	Children will <ul style="list-style-type: none"> - Use printing techniques
Lesson 14 WALT: compare and recreate form of natural vs manmade Egyptian objects	Art	<ul style="list-style-type: none"> - Compare and recreate form of natural and manmade objects 	Children will <ul style="list-style-type: none"> - Understand what the difference is between manmade and natural - Understand what form is - Be able to sketch accurately

Discrete teaching

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT: Identify common appliances that run on electricity Grouping and sorting	Science Electricity	<ul style="list-style-type: none"> – Identify common appliances that run on electricity- safety – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	Children will <ul style="list-style-type: none"> - Identify items as electrical/ non electrical and sort battery and mains operated items. - They will sort items using Venn diagrams
Lesson 2 WALT: be safe around electricity Pattern seeking Secondary sources		<ul style="list-style-type: none"> – Life skill to be safe around electricity ICT 	Children will Identify dangers around electricity- bare wires, water ect using secondary sources ICT
Lesson 3 WALT: construct a circuit naming its parts. Grouping and sorting		<ul style="list-style-type: none"> – Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 	Children will Discuss concept cartoon to draw out understanding and misconceptions already held. <ul style="list-style-type: none"> – Build own circuits using battery, buzzers, wires, bulbs etc – Draw the circuits they have made – Use group work to illustrate the effects of breaking/ completing a circuit.

<p>Lesson 4 WALT: identify complete and incomplete circuits giving tips to complete them. . Pattern seeking</p>		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Children will - Build 'circuits' which are complete and not complete identifying what the problem is and how to solve it. - Create top tips to check through if your circuit does not light.
<p>Lesson 5 WALT: use symbols to draw electrical circuits. Grouping and sorting</p>		<ul style="list-style-type: none"> - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 	<ul style="list-style-type: none"> - Children will - Learn the symbols for wire, battery , switch , bulb , buzzer. - Apply these and build circuits given a circuit diagram. - Use top tips from last week to check their circuits .
<p>Lesson 6 WALT: use switches to control circuits. Grouping and sorting Fair test</p>		<ul style="list-style-type: none"> - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. 	<ul style="list-style-type: none"> - Children will - Create circuits and control with switches in different locations - Draw their circuits using circuit diagrams. - Use tips previously created to check if circuits don't work.
<p>Lesson 7 WALT: recognise electrical conductors and insulators. Pattern seeking Fair test Sorting and grouping</p>		<ul style="list-style-type: none"> - Gather, record, classify and present data in a variety of ways to help in answering questions. - Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Children will</p> <ul style="list-style-type: none"> - Test materials to see if they are conductors or insulators. - Record results in a table - Create a conclusion about the types of materials which are conductors and insulators .
<p>Lesson 8 WALT: create our own range of switches. Pattern seeking</p>		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Children will - Create a circuit representing a house and add 2 intruder based switches – pressure and opening - Draw circuit and choose materials to use in development of switches.

Lesson 9 WALT: apply our knowledge of electricity to solve problems		<ul style="list-style-type: none"> Using straightforward scientific evidence to answer questions or to support their findings. Identifying differences, similarities or changes related to simple scientific ideas and processes. 	<ul style="list-style-type: none"> Children will Recap types of investigation grouping , fair test , pattern seeking, research. Solve electrical related puzzles. Discuss in pairs and self / peer mark Identify any bits of info they are missing .
Lesson 1 WALT: design programs that control virtual events	Computing Coding	<ul style="list-style-type: none"> Design, write and debug programs that control or simulate virtual events Use logical reasoning to explain how some simple algorithms work Decompose programs into smaller parts Use logical reasoning to detect and correct errors in algorithms and programs Select, use and combine a variety of software, systems and content that accomplish given goals 	Children will <ul style="list-style-type: none"> Know what a program is Understand the term 'algorithm' Know what a code is.
Lesson 2 WALT: decompose programs into smaller parts and use logical reasoning to explain how they work.			Children will <ul style="list-style-type: none"> Understand the term 'algorithm' Have an idea of how algorithms work.
Lesson 3 WALT: use reasoning to detect and correct errors in algorithms (debug)			Children will <ul style="list-style-type: none"> Understand the term 'debug' Understand the term 'algorithm' Have an idea of how or why they might need to 'debug' a program
Lesson 1 WALT: learn family names in French			French Year 3 Family and Friends
Lesson 2 WALT: look at how to introduce pets in French	Children will <ul style="list-style-type: none"> Name some common pets. Consider whether nouns are masculine or feminine. Make new sentences by substituting other vocabulary appropriately. Use masculine/feminine articles and possessive pronouns 		

		<ul style="list-style-type: none"> - Understand that nouns may have different genders and can recognise clues to identify this such as the difference in articles 	
<p>Lesson 3 WALT: learn the alphabet in French</p>			<p>Children will</p> <ul style="list-style-type: none"> - Consider whether nouns are masculine or feminine. - Make new sentences by substituting other vocabulary appropriately. - Use masculine/feminine articles and possessive pronouns
<p>Lesson 4 WALT: learn how to introduce people in French</p>			<p>Children will</p> <ul style="list-style-type: none"> - Identify and introduce some of their relations. - Consider whether nouns are masculine or feminine. - Make new sentences by substituting other vocabulary appropriately. - Use masculine/feminine articles and possessive pronouns -
<p>Lesson 5 WALT: learn how to spell basic words in French</p>			<p>Children will</p> <ul style="list-style-type: none"> - Consider whether nouns are masculine or feminine. - Make new sentences by substituting other vocabulary appropriately. - Use masculine/feminine articles and possessive pronouns -
<p>Lesson 6 WALT: embed vocabulary to talk about our home</p>			<p>Children will</p> <ul style="list-style-type: none"> - Recognise some rooms in their home. - Consider whether nouns are masculine or feminine. - Make new sentences by substituting other vocabulary appropriately. - Use masculine/feminine articles and possessive pronouns

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<p>Lesson 1 Where in the World? WALT speak in a sentence to answer a question</p>	<p>French Year 4</p> <p>Where in the World?</p> <p>What's the time?</p>	<ul style="list-style-type: none"> - Repeat sentences heard and make simple adaptations to them - Use mostly accurate pronunciation and speak clearly when addressing an audience - Use simple adjectives such as colours and sizes to describe things orally - Ask and answer a range of questions on different topic areas - Using familiar sentences as models, make varied adaptations to create new sentences - Read aloud using accurate pronunciation and present a short learned piece for performance - Recognise some familiar words and phrases in written form - Read some familiar words aloud using mostly accurate pronunciation - Write some single words from memory - Write words and short phrases from memory - Recognise the main word classes e.g nouns, adjectives and verbs - Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles - Have basic understanding of the usual order of words in sentences in the target language - Understand that adjectives may change form according to the noun they relate to, and select the appropriate form - Recognise questions and negative sentences 	<p>Children will</p> <p>Where in the World?</p> <ul style="list-style-type: none"> - listen and respond to topic vocabulary; - answer questions orally using the topic vocabulary; - write an answer in a sentence using the topic vocabulary; - use an English/French dictionary to translate from English to French. - use pronouns to replace the name of an animal; - combine two simple sentences to form a compound sentence. - understand that because a continent is always feminine the preposition 'en' is always used for 'in'; - use the correct masculine/feminine preposition. <p>What's the time?</p> <ul style="list-style-type: none"> - Say and write a sentence to tell the time (o'clock, half past, quarter to and quarter past) - Count 5s to at least 30 - Understand the terms avant and après - Devise questions about a TV schedule
<p>Lesson 2 Where in the World? WALT distinguish between masculine and feminine nouns (note continents are always feminine)</p>			
<p>Lesson 3 Where in the World? WALT use an English/French dictionary to translate</p>			
<p>Lesson 4 Where in the World? WALT speak in complete sentences and adapt sentences to create a new one</p>			
<p>Lesson 5 What's the time? WALT say and write a sentence to tell the time</p>			
<p>Lesson 6 What's the time? WALT to say and write at what time things are done</p>			
<p>Lesson 7 What's the time? WALT answer and ask questions about a TV schedule</p>			

Lesson 1 WALT repeat rhythms	Music	<ul style="list-style-type: none"> - Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform loud and soft. - Sing rounds and partner songs and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. - Perform actions confidently and in time to a range of action songs. - Perform as a choir in school assemblies. - Listen with attention to detail and recall sounds with increasing aural memory. - Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<p>Children will</p> <ul style="list-style-type: none"> - Listen to 'Living, Living River Nile' (BBC Teach KS2 music Ancient Egyptians) Repeat rhythm patterns using instruments. Children improvise to make their own river tunes. Groups develop their own 'river' music using percussion and actions to perform to the class.
Lesson 2 WALT listen and recall sounds			<p>Children will</p> <ul style="list-style-type: none"> - Children listen to 'Build that pyramid' (BBC Teach KS2 music Ancient Egyptians) Perform mime actions to fit with the meaning of words
Lesson 3 WALT sing songs in multiple parts			<p>Children will</p> <ul style="list-style-type: none"> - Listen to 'Out of the gloom, Tutankhamun'(BBC Teach KS2 music Ancient Egyptians) Sing and use percussion to accompany the song taking different parts
WALT 4 copy increasingly challenging rhythms			<p>Children will</p> <ul style="list-style-type: none"> - Listen to 'So many gods and goddesses'(BBC Teach KS2 music Ancient Egyptians) listen to the unusual rhythm and see if they can recreate that in groups using different instruments
WALT 5 identify pitch			<p>Children will</p> <ul style="list-style-type: none"> - Listen to 'Amulets and hieroglyphs' (BBC Teach KS2 music Ancient Egyptians) Identify the fact that it ends on a low pitch. Use pitched percussion to practise this pattern.
6 WALT use musical language to appraise music			<p>Children will</p> <ul style="list-style-type: none"> - Listen to the Egyptian songs again and articulate their feelings about the music using appropriate musical language -

7 WALT identify musical instruments that were used by the Egyptians			<p>Children will</p> <ul style="list-style-type: none"> - Explain that the Egyptians used wind, stringed and percussion instruments and name some of them eg. Sistrum Make, decorate and use an Egyptian percussion instruments (sistrum)
8 WALT make an Egyptian percussion instrument (sistrum)			<p>Children will</p> <ul style="list-style-type: none"> - Explain that the Egyptians used wind, stringed and percussion instruments and name some of them eg. Sistrum - Make, decorate and use an Egyptian percussion instruments (sistrum)
Lesson 1 WALT explore how Hindus show their faith and what they believe in	<p>RE</p> <p>What does it mean to be a Christian/Hindu in Britain today?</p>	<ul style="list-style-type: none"> - Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. - Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. - Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. - Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. - Gain and deploy the skills needed to engage seriously with religions and worldviews. - Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, 	<p>Children will</p> <ul style="list-style-type: none"> - Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? - Watch this clip of Simran and her brother Vraj www.bbc.co.uk/programmes/p02n5xj7 who are British Hindus Watch it once all the way through. Then discuss what the children said were important to them. - Explore what Christians do to show their faith within the church communities. What do they do together and why? Explore church websites to find
Lesson 2 WALT explore how Christians show their faith and what they believe in			
Lesson 3 WALT understand what things are important in a Hindu life			
Lesson 4 understand what things are important in a Christian life			
Lesson 5 WALT recognise how some people show their faith through their actions (eg Gandhi, Desmond Tutu)			

Lesson 6 WALT understand what it is like to be a Hindu in Britain today.		purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. - Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	out what goes on for the community and to help others eg. foodbanks, toddler groups etc - Explore what Hindus do to show their faith within the Mandir communities. What do they do together and why? Explore Mandir websites to find out what goes on for the community and to help others eg. foodbanks, toddler groups etc - Explore what Hindus do to - Find out about some ways in which individual Hindus and Christians make a difference in the worldwide community. How do they show that they are Hindu/Christians? E.g. Gandhi, Mother Teresa, Pope Francis.
Lesson 7 WALT understand what it is like to be a Christian in Britain today.			
Lesson 1 WALT swimming (ongoing)	PE Swimming	- Begin to swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively.	Children will - 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.
	PE Spring 2 Year 3/ 4 Dance Ancient Egypt	Planned by External specialist Louise Jaggard Jump2it Dance	
Lesson 1 WALT: receive and pass the ball.	Spring 1 Year 4 Hockey	- Stop the ball and pass with growing accuracy.	Children will - Hold and use the sticks safely - Control a ball to receive and pass . - Play passing games controlling direction and power
Lesson 2 WALT: dribble with the ball.		- Dribble with the ball .	Children will - Hold and use the sticks safely - Walk with the ball by the stick practising changing direction and keeping heads up and back and kneed bent.
Lesson 3		- Apply basic principles suitable for attacking and defending.	Children will - Hold and use the sticks safely

WALT: get past the opposition.			<ul style="list-style-type: none"> – Move around the player push past and accelerate – head up – practise with a cone then a player. 	
Lesson 4 WALT: tackle a player to take possession of the ball.		<ul style="list-style-type: none"> – Apply basic principles suitable for attacking and defending. 	<p>Children will</p> <ul style="list-style-type: none"> – Hold and use the sticks safely – 2 hands on stick – Be on your toes – Practise tackling in pairs with an observer to offer comment. 	
Lesson 5 WALT: shoot with growing accuracy.		<ul style="list-style-type: none"> – Shoot with growing accuracy. 	<p>Children will</p> <ul style="list-style-type: none"> – Hold and use the sticks safely – Look at the target before we shoot and track the ball as you hit it. – Control power slide hands together in smooth action 	
Lesson 6 WALT: apply the hockey skills we have learnt.		<ul style="list-style-type: none"> - Play competitive games, modified hockey. <p>Develop our control of the ball using a hockey stick Apply tactics for attacking and defending games</p>	<p>Children will</p> <ul style="list-style-type: none"> – Hold and use the sticks safely – Tackle – Know which way you are heading . – Follow rules fairly in a small game situation. 	
Lesson 1 WALT: complete teddy bear rolls alone and with a partner.	PE spring 1 Year 4 Gym apparatus	We are learning to develop flexibility, strength, control and balance.	<p>Children will</p> <p>Mirror warm up</p> <ul style="list-style-type: none"> – Reap and develop shoulder stands with and without hip supports – rocking to standing – Develop teddy bear rolls individually and then with a partner being aware of timing and space. 	
Lesson 2 WALT: develop shoulder and backwards rolls to standing.		Develop our own performance both on the floor and on apparatus.		
Lesson 3 WALT: bunny hop on the floor and apparatus to different heights.		Children will work alone and in pairs to develop and refine sequences practising and self-assessing to improve.		<p>Children will</p> <p>Find a partner warm up</p> <ul style="list-style-type: none"> - Develop shoulder and backwards rolls - Practise and extend an arabesque balance - Link balances and rolls with a range of movements - Repeat and refine sequence.
				<p>Children will</p> <p>Mirror warm up</p> <ul style="list-style-type: none"> - Develop bunny hops using different surfaces- floor bench , box

			<ul style="list-style-type: none"> - Use bunny hops to link arabesques and shoulder stands.
Lesson 4 WALT: vault/ jump onto a range of apparatus safely.			<p>Children will</p> <p>Warm up using straddle, tuck and pike position</p> <ul style="list-style-type: none"> - Begin to bounce with 2 feet to mount a box - Develop a range of shapes as they leap off a box - Be aware of others around them as they work- ie mat clear before I leap. - Decrease wobble as they land
Lesson 5 WALT: mirror and balance with our partner.			<p>Children will</p> <p>Find a partner warm up</p> <ul style="list-style-type: none"> - Mirror a partners balances. <p>Create a range of balances together considering weight and safety.</p>
Lesson 6 WALT: create different types of movement on apparatus safely.			<p>Children will</p> <p>Count down warm up</p> <p>-use equipment safely and quietly leaving spaces and dismounting safely.</p> <ul style="list-style-type: none"> - Climb using upper body strength. - Slide using upper body strength. - Change direction to create a challenging sequence incorporating balances.
Lesson 7 WALT: combine our moves and travelling to create a sequence			<p>Children will</p> <ul style="list-style-type: none"> - recap previous balances and movements. - Combine 3 or more balances with a range of movements.
Lesson 1 WALT: understand the effects of exercise on our bodies	Spring 2 Year 4 Fitness Circuits	<p>We are learning to develop flexibility, strength, control and balance.</p> <p>Develop our own performance.</p>	<p>Children will</p> <p>Complete a range of exercises noting change in temperature , breathing and heart rate.</p>
Lesson 2 WALT: develop our upper body strength.			<p>Children will</p> <p>Children will begin to load bare on arms eg round the clock , push ups , crow position, spider run, caterpillar and crab games</p>

Lesson 3 WALT: develop our lower body strength.			Children will Develop leg strength using squats , lunges, sprinting, bunny hops and calf raises.
Lesson 4 WALT: develop our core strength.			Children will - Develop core strength using plank, shoulder stands burpees and star jumps.
Lesson 5 WALT: set our own targets.			Children will - Pick their own exercise and set themselves targets to improve. Begin to identify areas of strength and weaker areas to build on.
	Spring 1 Year 3 Football	Planned by external coaches	
Lesson 1 WALT: understand what life is like in Britain	PSHE Year 3 Britain	<ul style="list-style-type: none"> - Have a wide vocabulary to describe different emotions in themselves and others and can explain how feelings change and ways to manage difficult feelings including those relating to change and loss. - Identify things that make them who they are, that they are proud of and recognise how building personal strengths contribute to self-worth. - Suggest ways to manage setbacks and unhelpful thinking. - Explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues. - Explain their views on topical issues and listen respectfully to others. - Identify a range of different rules, laws and human rights, explain why they are important and possible consequences of not following rules. - Explain benefits of having diversity in their community and ways to promote inclusion in their school and community. - Explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices. 	Children will - Describe what it is like to live in Britain. - Describe what being British means to them and others. - Identify rights of British people.
Lesson 2 WALT: understand what democracy is			Children will - Talk about what democracy, rules and laws are and why these are important.
Lesson 3 WALT: Understand why and how rules and laws work			Children will - Talk about what democracy, rules and laws are and why these are important. - Think about what society would be like without rules and laws.
Lesson 4 WALT: understand what liberty means			Children will - Talk about what liberty means.

Lesson 5 WALT: understand what tolerance and respect is and why it's important	Be Yourself		Children will <ul style="list-style-type: none"> - Talk about what democracy, rules and laws are and why these are important. - Talk about what liberty means. - Think about what society would be like without rules and laws.
Lesson 6 WALT: understand what it means to be British for different people			- Children will <ul style="list-style-type: none"> - Describe what it is like to live in Britain. - Describe a diverse society. - Describe what being British means to them and others. - Identify rights of British people.
Lesson 1 WALT: take pride in ourselves			Children will <ul style="list-style-type: none"> - List some of their achievements and say why they are proud of them. - Discuss how they could use their strengths and achievements to set aspirational goals. - Identify their own strengths. -
Lesson 2 WALT: identify feelings that we have			Children will <ul style="list-style-type: none"> - Identify facial expressions associated with different feelings. - Identify and begin to implement strategies to help them cope with uncomfortable feelings. - Explain that how they are feeling on the inside can affect their facial expressions and body language. - Support others with their internal feelings according to their facial expressions and body language. -

Lesson 3 WALT: understand different ways to cope with uncomfortable feelings			Children will <ul style="list-style-type: none"> - Describe some strategies that they could use to help them cope with uncomfortable feelings. - Suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing
Lesson 4 WALT: know the difference between assertive and aggressive			Children will <ul style="list-style-type: none"> - Suggest assertive solutions to scenarios. Explain that the messages they receive from the media about how they should look, think and behave are not always realistic. - Identify if behaviour is aggressive, passive or assertive. - Begin to demonstrate appropriately assertive behaviour.
Lesson 5 WALT: understand how the media can be helpful and harmful			Children will <ul style="list-style-type: none"> - Analyse messages given by the media about how they should look, think and behave.
Lesson 6 WALT: understand how we can make things right if we make a mistake.			Children will <ul style="list-style-type: none"> - Discuss the impact on others of making amends after a mistake has been made. - Suggest ways to make things right after a mistake has been made. - Explain that mistakes help them to learn and grow. - Demonstrate how they are going to make things right after mistakes have been made. - Explain what they have learnt and how they have grown from mistakes they have made.
Lesson 1 Growing Up WALT describe the male and female body parts and	PSHE Year 4 Growing Up	Growing Up	Children will <ul style="list-style-type: none"> - name the main male and female body parts needed for reproduction;

explain what they are for.	Safety First	Identify external genitalia and internal reproductive organs, and describe how and why bodies change as they grow, including during puberty and suggest strategies to manage these	<ul style="list-style-type: none"> - describe some of the changes boys go through during puberty; - describe some of the changes girls go through during puberty; - describe some feelings young people might experience as they grow up; - talk about their own family and the relationships within it; - understand that there are many different types of families; - identify similarities and differences in different loving relationships; - explain in simple terms how babies are made and how they are born
Lesson 2 Growing Up WALT describe how boys change as they go through puberty.		Explain how families are different and identify features of positive family life	
Lesson 3 Growing Up WALT describe how girls change as they go through puberty.		Express and discuss their views on topical issues, and listen respectfully to others	
Lesson 4 Growing Up WALT describe the feelings that some people experience as they grow up.		Safety-first Explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries	
Lesson 5 Growing Up WALT understand that there are many different types of relationships and families.		Explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.	
Lesson 6 Growing Up WALT describe how babies are made and how they are born.		Explain the importance of balancing time online with other activities for physical and mental wellbeing	
Lesson 7 Safety First WALT understand how to be responsible for making good choices to stay safe and healthy			Safety First <ul style="list-style-type: none"> - discuss things they can do independently that they used to need help with; - describe what a dare is and identify situations involving peer pressure; consider the impact of accepting a dare; - know when to seek help in risky or dangerous situations; - identify sources of pressure to behave in a certain way, other than peer pressure; - identify and discuss some school rules for staying safe and healthy; - list some of the dangers we face when we use the road;

<p>Lesson 8 Safety First WALT identify a risky situation and act responsibly show resistance to join in</p>			
<p>Lesson 9 Safety First WALT be safe on or near a road</p>			
<p>Lesson 10 Safety First WALT recognise that some substances are dangerous and can affect the human body</p>			
<p>Lesson 11 Safety First WALT keep safe when using the internet</p>			<ul style="list-style-type: none"> - describe drugs, cigarettes and alcohol in basic terms; explain some of the ways in which drugs, cigarettes and alcohol affect the human body; appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly; - appreciate that the most courageous thing is to say no; - identify which information they should never share online; - identify who they should tell if they see something online that worries, upsets or confuses them; - explain what it means to be kind and respectful online. - appreciate what being responsible means and name some of their responsibilities; - give examples of a range of risky or dangerous situations; appreciate that doing something risky may lead to danger; - appreciate that their own decisions and behaviour can impact on their safety and the safety of others; - describe where pressure to do things can come from; identify people who can help us in an emergency; - identify safety precautions that can be taken on and near roads; advise others on how to stay safe on and near roads; - know how to use mobile devices and the Internet responsibly; - understand why certain information should never be shared online; - identify behaviour that constitutes cyberbullying. - advise others on how to say safe online.

			<ul style="list-style-type: none">- appreciate the difference between good risks and dangerous risks;
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