



Year 4 Medium Term Plan – A King under a Car Park



Term	Spring		
Key text	The Fox and the Ghost King, I was there Richard III		
Key Vocabulary	War, house, battle, heir, monarch/monarchy, co-ordinates, remains, archaeology, reign, rival/opposition, Tudor		
Overarching objectives	History – understanding local history of the Battle of Bosworth and the discovery of Richard III		
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?
<u>Lesson 1: WALT identify who Skeleton 1 is using historical enquiry</u>	History/ Science	Historical Interpretation <ul style="list-style-type: none"> - Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Chronological Understanding <ul style="list-style-type: none"> - When was Richard III grave discovered? 	Children will <ul style="list-style-type: none"> - Key vocabulary specific to this lesson: archaeologists, excavation, Skeleton 1 - Understand how Richard III’s body was discovered in a car park in Leicester - How archaeologists can tell a lot from bones - Complete an investigation in the role of an archaeologist
<u>Lesson 2: WALT understand who Richard Plantagenet was and when he was alive.</u>	History	People and power Historical Enquiry <ul style="list-style-type: none"> - Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. - Family tree Chronological Understanding <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of British, local and world history - Timelines birth to death. - Timeline middle-ages Organisation and Communication <ul style="list-style-type: none"> - Produce short biographical fact file 	Children will <ul style="list-style-type: none"> - Use key vocabulary associated such as dynasty, duke, King, middle-ages using a knowledge organiser to support - Create a short biography of Richard the third

<p><u>Lesson 3: WALT describe what was War of the Roses and why was it important</u></p>	<p>History</p>	<p>Conflict People and places – Who the conflict was between – Where the Battles were Chronological Understanding - Develop a chronologically secure knowledge and understanding of British, local and world history - Timeline of the war of the roses and compare to Richard the thirds life. Historical Enquiry – Share maps of the battles – Explore the dates</p>	<p>Children will</p> <ul style="list-style-type: none"> – Know who the conflict was between – Compare the dates of the battles and order them – Reflect on what we know already and what we would like to find out – Create a historical study (for our trip to Richard the Third centre in LEICESTER)
<p><u>Lesson 4: WALT conduct a historical study</u></p>	<p>History</p>	<p>People and Place – Importance of our local region in British history Understanding of Events, People and Changes - Describe a local history study - Discovery of King Richard Third’s body.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Attend an educational visit to Richard III Centre - Explore the museum and its artefacts to answer/ understand more about the importance of Richard the third
<p><u>Lesson 5: WALT draw conclusions and debate the outcome of the War of the Roses</u></p> <p><u>Conflict and power on trial</u></p>	<p>History</p>	<p>Historical Interpretation - Understand that sources can contradict each other. - <i>Was Richard III a good king or a bad king?</i> - Understand why people were so divided over who should be king - Understand why Richard III became King - Understand why Richard III might have wanted to kill his nephews (princes in the tower) - Suggest reasons for and against whether Richard III killed the princes in the tower</p>	<p>Children will</p> <ul style="list-style-type: none"> – Take the role of either Yorkist or Lancastrians – In groups put together a case for who should have won the battle – Record their soundbites
<p><u>Lesson 1</u> <u>WALT understand who Da Vinci was</u></p> <p><u>To explore the types of paintings he created</u></p>	<p>Art</p>	<p>Key Artists and their work – Da Vinci - Know about some of the great artists, architects and designers in history. - Describe some of the key ideas, techniques and working practises of artists and designers they have learnt about</p>	<p>Children will</p> <ul style="list-style-type: none"> - Know who Da Vinci was - Have an idea of some of Da Vinci’s work - Understand and name his key techniques - Create a mood board
	<p>Art</p>	<p>Drawing</p>	<p>Children will</p>

<p><u>Lesson 2</u> WALT use pencil lines and shading to create a portrait</p> <p><u>War of the Roses</u> (portraits of the kings – Da Vinci link)</p>		<ul style="list-style-type: none"> - Uses all previous tools to confidently create patterns, textures and shapes - Makes informed decisions about using all previous tools 	<ul style="list-style-type: none"> - Understand what a portrait is. - Know where to position and proportion the main features on a face. - Use pencil drawing skills including shading. - Create a portrait of War of the Roses Kings
<p><u>Lesson 3</u> WALT use pastels to investigate tone, shading and texture</p>	Art	<p>Drawing</p> <ul style="list-style-type: none"> - Is introduced to pastels to explore shading and texture - Investigates tone 	<p>Children will</p> <ul style="list-style-type: none"> - Learn how to use pastels to explore shading and texture - Know what tone is and how to apply it to their art - War of the Roses (portraits of the kings – Da Vinci link) <p>FOR OUR END OF TOPIC GALLERY</p>
<p><u>Lesson 1 WALT: use a compass and co-ordinates to locate important historical places</u></p>	Geography	<p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> - Use six figure grid references - To find the Battle of Bosworth on a map. - Use the 8 points of a compass. - To find the Battle of Bosworth on a map. - <p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate the major cities of the UK. 	<p>Children will</p> <ul style="list-style-type: none"> - Know what a compass is and the points on it - Find major cities on a map - Look at a map of Leicestershire and locate Gaddesby, Bosworth and Leicester - Locate positions of the different parties in the Battle of Bosworth on a map
<p><u>Lesson 2: WALT create won map using symbols and keys</u></p>	Geography	<p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> - Make plans and maps using symbols and keys 	<p>Children will</p> <ul style="list-style-type: none"> - Have a basic understanding of co-ordinates and be able to create their own map
<p><u>Topic Assessment</u></p>	Topic	<p>History/ Art/ Geography</p> <ul style="list-style-type: none"> - War of the Roses (portraits of the kings – Da Vinci link) <p>FOR OUR END OF TOPIC GALLERY</p>	<p>Children will</p> <ul style="list-style-type: none"> - Invite parents to an afternoon - Design an invite for the event - Create an art gallery - Mount and display art and maps - Make classroom welcoming to guests - Children will tour guides
Discrete teaching			

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
<p><u>Lesson 1</u> <u>WALT: identify which force is acting on an object</u></p> <p>working scientifically classifying</p>	<p>Science Forces and Magnets</p>	<p>Identify forces – pulls pushes, twists, squeeze, friction and gravity</p>	<p>Children will:</p> <ul style="list-style-type: none"> - identify forces as pushes or pulls, twists, squeeze - describe friction as a force that slows object down between surfaces - describe gravity as the pull on a planet to the centre of the earth. - Identify forces within sports – climbing gear, goalie gloves ice skate's skis
<p><u>Lesson 2</u> <u>WALT: carry out a fair test to answer a question.</u></p> <p>Science investigations Fair test and pattern seeking</p>		<p>Forces and Magnets Compare how things move on different surfaces</p> <p>Design a fair test with support</p> <p>Carry out and record results of test</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Recognise a scientific question within a puzzle setting-creating an Aim to investigate with the class - Design their own test method and recording table. - Check ideas - Carry out test. - Draw a conclusion from their own results.
<p><u>Lesson 3</u> <u>WALT: Identify and investigate magnets and their strength.</u></p> <p>Science investigations Group and sort Fair test – identify problems with a test.</p>		<p>Forces and Magnets</p> <ul style="list-style-type: none"> - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. - Observe how magnets attract or repel each other and attract some materials and not others. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	<p>Children will:</p> <ul style="list-style-type: none"> - Sort materials according to whether they are magnetic or not - Identify the uses of magnets in our lives - Identify that magnets produce an invisible pulling force - Feel the pulling force of a magnet - Investigate the strength of different magnets with a simple test – identify problems with the test- - Understand that iron can become magnetised and how this happens
<p><u>Lesson 4</u> <u>WALT: Explore magnetic poles</u></p> <p>Science investigations</p>		<p>Forces and Magnets</p> <ul style="list-style-type: none"> - Describe magnets as having two poles - Observe how magnets attract or repel each other 	<p>Children will:</p> <ul style="list-style-type: none"> - Identify the different poles of a bar magnet - Observe and draw magnetic force lines - Identify whether a magnet repels or attracts another magnet

Pattern seeking		<ul style="list-style-type: none"> - Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> - Explain floating magnets
<u>Lesson 5</u> <u>WALT: Investigate and understand the life and work of Sir Isaac Newton.</u>		<p>Forces and Magnets</p> <ul style="list-style-type: none"> - Investigate and understand the life and impact of Sir Isaac Newton. 	<p>Children will:</p> <ul style="list-style-type: none"> - Collect information about Sir Isaac role play discovery of gravity outside. - Create a quiz for their peers about Sir Isaac Newton
<u>Lesson 6</u> <u>WALT: I can explain my ideas clearly to others</u>		<p>Use a range of methods to explain their understanding of forces and magnets using specific vocabulary.</p>	<p>End task</p> <ul style="list-style-type: none"> - Explain to year 24 different types of contact forces and one non-contact force. - How you know which objects will stick to a magnet - Why a ball will fall to the ground if you throw it very gently to a partner - Which surface will be better to roll a car on – carpet or lino
<u>Lesson 1</u> <u>WALT: Explore the nutritional value of foods</u>	Animals including Humans	<p>Animals including Humans</p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Understand how we look after our bodies and how doctors and nurses can help us look after them 	<p>Children will</p> <ul style="list-style-type: none"> - Talk about what animals and humans need to stay healthy – essentials for life and desirables - Create a healthy plate - Talk about how different animals require different nutrients – create zoo menu
<u>Lesson 2</u> <u>WALT: Investigate and understand the life of George Washington Carver</u>		<p>Animals including Humans</p> <ul style="list-style-type: none"> - Investigate and understand the life and work of George Washington Carver – farming peanuts and cotton slavery <p>Science investigations Secondary sources</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Understand who George Washington Carver was - Understand his contribution to farming

<p><u>Lesson 3</u> <u>WALT: Identify similarities and differences between skeletons including a human skeleton</u></p> <p>Science investigations Secondary sources, group and sort</p>		<p>Animals including Humans</p> <ul style="list-style-type: none"> - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working scientifically</p> <ul style="list-style-type: none"> - Carry out simple practical enquiries, including classifying. As well as the use of secondary sources. 	<p>Children will:</p> <ul style="list-style-type: none"> - Children can name and briefly describe the different types of skeletons - Children can match labels to some parts of the human skeleton - Classify skeletons thinking about similarities and differences – identify a range of animal skeletons
<p><u>Lesson 4</u> <u>WALT: explain how the muscles and skeletons work together within my body.</u></p>		<ul style="list-style-type: none"> - Explain how bones and muscles work together to create movement 	<p>Children will:</p> <ul style="list-style-type: none"> - Have an idea how bones work- know what is inside my bones - Give a simple explanation of how muscles work <p>End task:</p> <ul style="list-style-type: none"> - create a flap page for a science book to explain dietary needs, bone functions and how muscles work. - Label skull, ribs, spine, pelvis, jaw, femur humurous collar bone
<p>For computing we use the Kapow computing scheme- this terms lessons will teach the children about 'Creating media: website design.</p>			
<p>Lesson 1 WALT: express an opinion about fruit</p>	<p>French</p> <p>Going shopping</p>	<p>Listen and respond to topic vocabulary.</p> <p>Answer questions using the topic vocabulary.</p> <p>Take part in role plays as shopper/shop keeper speaking in French.</p> <p>Greet and respond.</p>	<ul style="list-style-type: none"> - Key/New Words: - Identify a range of fruit in French - Ask what is this - Express like or dislike about the fruit. - : Qu'est-ce que c'est ? [What's this?], - Explain un / une le / la masculine and feminine - le fruit - la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la pêche (f) [peach], la poire (f) [pear], - J'aime... [I like], - Je n'aime pas... [I don't like], - { J'aime beaucoup... [I like ... a lot],}

<p><u>Lesson 2</u> WALT: Ask for vegetables.</p>			<ul style="list-style-type: none"> - Qu'est-ce que c'est ? [What's this?], - les légumes (m) [vegetables], - la pomme de terre (m) [potato], - l'oignon (m) [onion], - la carotte (f) [carrot], - le brocoli (m) [brocoli], - Je voudrais... [I would like...] - Singular and plural
<p><u>Lesson 3</u> WALT: use adjectives after a noun.</p>			<p>Avez-vous...? [Do you have...?] Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...] Colours- blanc/blanche [white], noir/ noire [black], bleu/bleue [blue], vert/verte [green], rouge [red], jaune [yellow]</p>
<p><u>Lesson 4</u> WALT: ask where to buy items from</p>			<p>Recap locations from last term Church, l'église Bakery – la boulangerie School – l'école Café- le cafe Market- le marché (m) [market] Où puis-je acheter? [Where can I buy?], Vous pouvez l'acheter au/à la [You can buy it at].</p>
<p><u>Lesson 5</u> WALT: use money within a shopping situation.</p>			<ul style="list-style-type: none"> - Revisit numbers to 50 - Recognise and find amounts of money Euros and centimes. - How much is 'C'est combien...?' (regarding items in a shop). - It is 'C'est... euros' - Role play shop keepers

<p><u>Lesson 6</u> <u>WALT: ask for items from a shop.</u></p>			<p>Children will</p> <ul style="list-style-type: none"> - Set up shops and ask for items in the shop using words for items , colours and money. - Where can I buy ? - How much is ..? - What is that ? - Do you have ..? - une boîte de chocolats (f) [box of chocolates], - des bonbons (f) [sweets]
<p><u>Lesson 1</u> <u>WALT: ask and answer questions about the UK</u></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. 	<p>Children will</p> <ul style="list-style-type: none"> - Recap ‘Je m’appelle....’ [My name is....] and introduce the phrase ‘J’habite en/au.....’ [I live in] Children use the phrases with a partner - Know the names of the countries of the UK in French - Royaume-Uni (m) [United Kingdom], L’Écosse (f) [Scotland], l’ Angleterre (f) [England], le Pays de Galles (m) [Wales], l’Irlande du Nord (f) [Northern Ireland]. - Identify the countries in French. - ‘Quelle est la capitale de.....?’ [What is the capital city of.....?] Londres and Édimbourg (Cardiff, Belfast)
<p><u>Lesson 2</u> <u>WALT: identify some countries which speak French.</u></p>			<p>Children will</p> <p>Identify countries which speak French</p> <ul style="list-style-type: none"> - la France (f) [France], le Canada (m) [Canada] la Belgique (f) [Belgium], Haïti (m) [Haiti], la Suisse (f) [Switzerland], - On parle français au/en/à.... [They speak French in....]
<p><u>Lesson 3</u> <u>WALT: identify the continents of the world.</u></p>			<p>Children will</p> <ul style="list-style-type: none"> - Recap colours - Find and name the continents in French from an atlas - les continents (m) [the continents], - l’Afrique (f) [Africa], l’Antarctique (f) [Antarctica], l’Asie (f) [Asia], l’Australasie (f) [Australasia], l’Europe (f)

			[Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America] Le/la Fance est en Europe Belle est originaire de France/d' Europe
<u>Lesson 4</u> <u>WALT: talk about and record ideas about different places around the world.</u>			Children will - Combine their knowledge about countries and continents to create a poster showing key phrases.
In music we follow the Leicestershire Music Scheme- this terms lesson we will teach the children about pulse and rhythm.			
<u>Lesson 1</u> <u>WALT: understand and explain the customs of covering your head in the presence of a guru.</u>	RE Sikhism	<u>Understanding the impact</u> Observe and understand varied examples of Sikh views so that they can explain, with reasons, their meanings and significance to individuals and communities. Covering their heads in the presence of a Guru. Removing shoes before entering a Gurdwara.	- Children will - Recap the meaning of Guru - Recap the first gurus story - Understand how and why people cover their heads in the presence of a guru - Link to Christian tradition of women wearing a hat in church.
<u>Lesson 2</u> <u>WALT: understand how the birth of the Sikh guru Is celebrated</u>		Understand the challenges of commitment to a community of Sikh belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	- Children will - Understand how the birth of the guru is celebrated and compare the to birth of Jesus .
<u>Lesson 3</u> <u>WALT: understand and explain the customs of entering a Gurdwara.</u>		Families struggling to afford to donate a percentage of earnings to charity during economic crisis. Wearing a Turban and not cutting hair.	- Children will - Recap the part parts of a Gurdwara - Focus on customs of feet and hand washing and covering of heads – link back to lesson 1
<u>Lesson 4.</u> <u>WALT: understand and explain the tradition of turban wearing.</u>		Observe and consider different dimensions of Sikhism, so that they can explore and show understanding of similarities and differences within and between different previously taught religions.	- Children will - Recognise and describe a turban – looking at an artefact - Explain its function and significance
<u>Lesson 5.</u> <u>WALT: understand how Sikhs help their communities</u>		Judaism, Hinduism and Christianity.	- Children will - Consider how and why people donate to charities and their community eg food banks, volunteering. - Look specifically at the Sikh principle of donation to their local community.

			<ul style="list-style-type: none"> - Consider that this monetary donation may be hard and the reasons for this.
<u>6. WALT: understand the meaning and customs of Lent.</u>			<ul style="list-style-type: none"> - Children will - Compare Lent to Advent as a countdown to a religious festival - Know and retell the story of Jesus in the desert for 40 days and 40 nights - Know that Jesus being denied comforts is the basis to lent abstinence. - Understand why people may give up things for Lent.
<u>Lesson 7</u> <u>WALT: understand Mother's Day and its significance to Easter</u>		<p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> - Describe and make connections between different features of Sikhism and previously learnt religions. 	<p>Children will</p> <ul style="list-style-type: none"> - Know how all religions respect mothers and how they celebrate Mother's Day - Make a Mother's Day card
<u>Lesson 8</u> <u>WALT: understand what Good Friday means to Christians</u>		<p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> - Describe and make connections between different features of Sikhism and previously learnt religions. 	<p>Children will</p> <ul style="list-style-type: none"> - Know what Good Friday is - Ask why it is not observed by other religions
<u>Lesson 9</u> <u>WALT: what Easter Sunday means to Christians</u>		<p>Making Sense of Beliefs</p> <ul style="list-style-type: none"> - Describe and make connections between different features of Sikhism and previously learnt religions. 	<p>Children will</p> <ul style="list-style-type: none"> - Know what Easter Sunday is - Create an Easter Garden outside our classroom with signposts of its significance. - Make an Easter Card.
<p>Part of our PE will be taught by a school sports coach this term he will deliver tennis and hockey. Also, Tigers Rugby Coaches will be delivering tag rugby.</p>			
<u>Lesson 1.</u> <u>WALT: move ad rest like a gymnast being aware of safety.</u>	Gym	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Warm up focusing on different parts of the body - Sit and stand like a gymnast - Move large mats safely in a team - Assessments of jumps, stability, balances, rolls (log , egg, forwards and back) - Know to hold a balance for a count of 3 thousand - Know to encourage but not touch a partner

		<p>Improve the placement and alignment of body parts in balances.</p> <p>Forward roll from standing Tucked backward/ shoulder roll Cat leap Straight jump half turn Travel using a range of steps (Hopscotch, skipping, chassis, straight jump half / full turn, cat leap half turn, pivot)</p>	<ul style="list-style-type: none"> - Cool down with static stretches – knee hug, toe points, cross leg toe touch, core raise
<p><u>Lesson 2.</u> <u>WALT: perform a cat leap and incorporate it within a sequence.</u></p>		<p>Perform and create sequences with fluency and expression.</p> <p>Give positive feedback for accurate performances using clear descriptions.</p> <p>I can move large mats safely in a team and benches in pairs.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Practise travelling with hopscotch, skipping and chassis. - move large mats safely in a team and benches in pairs. - Learn cat leap – take off, arms and leg positions and landing. - Create a simple sequence with travelling, cat leap and known rolls (log and egg) - Give positive feedback for accurate performances using clear descriptions. - Cool down with above stretches
<p><u>Lesson 3.</u> <u>WALT: perform a forward roll safely and giving our partner helpful feedback.</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - Warm up with travelling hopscotch, skipping and chassis. - move large mats safely in a team and benches in pairs. - Practise half turn jump moving to full turn - Begin working on forward roll – head under, bottom high, hand by ears - Develop roll to standing / roll to straddle. - Create a short sequence combining rolls, leaps and travelling. - Cool down with above stretches and suggest others
<p><u>Lesson 4.</u> <u>WALT: perform a backwards roll safely giving our partner helpful feedback.</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - Warm up with travelling hopscotch, skipping and chassis, showing half and full turns - move large mats safely in a team and benches in pairs. - Revisit forwards rolls and develop

			<ul style="list-style-type: none"> - Practise egg rocking and hand positioning for backwards roll. - Complete a shoulder / backwards roll maintaining curled position - Develop into roll to stand and roll to straddle. - Give positive feedback for accurate performances using clear descriptions. Suggesting ways to improve - Cool down with above stretches and suggest others
<p><u>Lesson 5.</u> <u>WALT: perform a varied sequence giving and receiving helpful safe feedback from our peers.</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - Create a warn up using moves we have used. - move large mats safely in a team and benches in pairs. - Consider elements of a sequence and combine leaps, rolls and travelling we have focused on to create a sequence. - Give positive feedback for accurate performances using clear descriptions. Suggesting ways to improve. - Cool down with above stretches and suggest others.
<p><u>Lesson 1</u> <u>WALT: understand rights</u></p>	<p>PSHE Respecting Rights</p>	<ul style="list-style-type: none"> - Know what human rights are; - Understand that all people share the same rights; - Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; - Know why we have rules and how they help us; - Understand that no one should take away our human rights; - Explain what respect means and understand how they can respect the rights of others; - Describe what a stereotype is and understand how stereotypes can be harmful 	<p>Children will:</p> <ul style="list-style-type: none"> - understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.
<p><u>Lesson 2</u> <u>WALT: ask 'Are all rights equal?'</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
<p><u>Lesson 3</u></p>			<p>Children will:</p>

<p><u>WALT explain what democracy is and how this relates to rules and human rights.</u></p>			<ul style="list-style-type: none"> - know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. - know what democracy is, and about the basic institutions that support it locally and nationally.
<p><u>Lesson 4</u> <u>WALT ask 'Are there rights without responsibilities?'</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice
<p><u>Lesson 5</u> <u>WALT understand what it means to respect the right of others</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. - listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
<p><u>Lesson 6</u> <u>WALT ask 'Are we so different?'</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). - recognise and challenge stereotypes

<p><u>Lesson 1</u> <u>WALT: To learn about human reproduction</u></p>	<p>PHSE Growing up</p>	<ul style="list-style-type: none"> - Name the main male and female body parts needed for reproduction; - Describe some of the change's boys go through during puberty; - Describe some of the change's 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. 	<p>Children will:</p> <ul style="list-style-type: none"> - I can describe male and female body parts and explain what these are for
<p><u>Lesson 2</u> <u>WALT: understand changes in boys</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - learn how their body will, and emotions may, change as they approach and move through puberty - describe how boys' bodies will change as they go through puberty
<p><u>Lesson 3</u> <u>WALT: understand changes in girls</u></p>			<p>Children will:</p> <ul style="list-style-type: none"> - learn how their body will, and emotions may, change as they approach and move through puberty. - describe how girls' bodies will change as they go through puberty

<p><u>Lesson 4</u> <u>WALT: understand emotions and puberty</u></p>			<p>Children will:</p> <ul style="list-style-type: none">- learn how their body will, and emotions may, change as they approach and move through puberty.- recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.- describe the feelings that some people experience as they grow up.
<p>Lesson 5 and 6 will be after the Easter break</p>			