

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Full breakdown of Y4 Reading objectives can be found here. <i>An additional 15 minutes of independent reading takes place daily and there is a whole class read at the end of each day.</i>	Focus text: “A World Full of Animal Stories: 50 Folk Tales and Legends” by Angela McAllister Genres: Fiction: traditional tales Reading focuses: - Ask questions to improve understanding. - Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence.	Focus text: “The Train to Impossible Places” by P.G. Bell Genres: Fiction: fantasy Reading focuses: - Discuss words and phrases that capture the reader’s interest and imagination. - Draw inferences (inferring characters’ feelings, thoughts and motives from their actions). - Identify main ideas drawn from more than one paragraph and summarise.	Focus text: “DK Find out! Volcanoes” by Maria Gill Genres: Information Reading focuses: - Use dictionaries to check the meaning of words that they have read. - Identify how language, structure and presentation contribute to meaning - Retrieve and record information from non-fiction.	Focus text: “Ariki and the Island of Wonders” by Nicola Davies Genres: Fiction: adventure Reading focuses: - Discuss words and phrases that capture the reader’s interest and imagination. - Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence.	Focus text: “Fantastically Great Women Who Saved the Planet” by Kate Pankhurst “Plastic Pollution” by The Literacy Company Genres: Recount: biography Information Reading focuses: - Identify themes and conventions in a wide range of books. - Identify main ideas drawn from more than one paragraph and summarise. - Identify how language, structure and presentation contribute to meaning.	Focus text: “A Myth-Hunter’s Travel Guide” by The Literacy Company Genres: Information Reading focuses: - Use dictionaries to check the meaning of words that they have read. - Ask questions to improve understanding - Retrieve and record information from non-fiction.
Writing Full breakdown of Y4 Writing objectives can be found here.	Focus text: “Leon and the Place Between” by Grahame Baker Smith & Angela Mcallister	Focus text: “Gorilla” by Anthony Browne	Focus text: “Escape from Pompeii” by Christina Balit	Focus text: “When the Giant Stirred” by Celia Godkin	Focus text: “Where the Forest Meets the Sea” by Jeannie Baker & “100 facts Rainforests” by Miles Kelly	Focus text: “Blue John” by Berlie Doherty

	Writing outcome: Write Leon's secret diary about what really happened in '<i>the place between</i>', including conversation between Leon and the boy Writing focuses: - Use Standard English forms for verb inflections. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. - Indicate possession by using the possessive apostrophe with plural nouns. - Recognise the difference between plural and possessive 's'. - Build a varied and rich vocabulary.	Writing outcome: Write a narrative based on the story of '<i>Gorilla</i>' Writing focuses: - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use fronted adverbials. - Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures). - Use commas after fronted adverbials.	Writing outcome: Write the story from the point of view of one of the children Writing focuses: - Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. - Use Standard English for verb inflections. - Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs). - Use and punctuate direct speech (using dialogue to show the relationship between characters).	Writing outcome: Write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story Writing focuses: - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Use and punctuate direct speech. - Use commas after fronted adverbials.	Writing outcome: Make a zoo information board for a rainforest exhibit Writing focuses: - Build a varied and rich vocabulary. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Use paragraphs to organise information and ideas around a theme. - Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular. - Recognise the grammatical difference between plural and possessive 's'.	Writing outcome: Write a letter in role as an expert containing an explanation about cave formation Writing focuses: - Build a rich and varied vocabulary and an increasing range of sentence structures. - Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. - Use paragraphs to organise information and ideas around a theme.
Handwriting Full breakdown of Y4 Handwriting objectives can be found here.	Know which letters to are appropriate to join. Joined handwriting is legible with all letters the same height and the correct distance apart from each other.					

Mathematics Full breakdown of Y4 Mathematics objectives can be found here .	Number: Place Value Number: Addition and Subtraction	Measurement: Area Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and Perimeter	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time	Geometry: Properties of Shape Statistics Geometry: Position and Direction
Religious Education	God David and the psalms Local Link: Reverend Ann Taylor	Christmas exploring the symbolism of light	Jesus Son of God	Exploring Easter as a story of betrayal and trust	Are all churches the same? Local Link: Trinity St. Peter's Church and Southport Synagogue.	What is prayer?
Science Full breakdown of Y4 Science objectives can be found here .	Living Things and Their Habitats Local Links: Natter Jack Toads, Formby National Trust - Suggest different ways of sorting the same group of living things, e.g. grouping birds according to where they live, what they eat and size of adults. - Use classification keys to group and identify members from a range of familiar and less familiar living things. - Describe examples of living things that are threatened by	Animals Including Humans Local Links: The Ultimate Dental Laboratory, Formby. - Identify what each of the principal organs in the digestive system do. - Describe the function of each type of tooth in the human skull. - Use a food chain to represent predator-prey relationships.	Electricity - List examples of appliances that run on electricity. - Construct a simple circuit and name its components. - Predict whether a particular arrangement of components will result in a bulb lighting. - Predict how the operation of a switch will affect bulbs lighting. - Sort materials into conductors and insulators, identifying metals as conductors.	Super Science Experiments Inspirational Scientist Focus British Science Week Celebration	States of Matter - Group materials according to their state of matter. - Identify changes of state and research values of degrees Celsius at which changes happen. - Describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation.	Sound - Explain, with reference to vibrations, how an object makes a sound. - Describe the role of a medium in the transmission of sound. - Explain with reference to a particular object how the pitch of the sound can be changed and how the volume of the sound can be changed. - Describe the effect of moving further from the source of a sound.

	changes to environments, e.g. owls and habitat loss.					
Art & Design Full breakdown of Y4 Art & Design objectives can be found here .	Drawing: Power Prints - Create several pencil tones when shading and create a simple 3D effect. - Explore the effect of holding a pencil in different ways and applying different pressures. - Use charcoal and rubber to show areas of light and dark in their drawings. - Demonstrate an awareness of the relative size of the objects they draw. - Use scissors with care and purpose to cut out images. - Try out multiple arrangements of cut images to decide on their composition. - Use different tools to create marks and patterns when scratching into a painted surface. - Show some awareness of how to create contrast by including areas with more and less marks. - Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. - Work co-operatively to create a joint artwork, experimenting with their methods.		Painting and Mixed Media: Light and Dark - Share their ideas about a painting. - Describe the difference between a tint and a shade. - Mix tints and shades by adding black or white paint. - Discuss their real-life experiences of how colours can appear different. - Use tints and shades to paint an object in 3D. - Try different arrangements of objects for a composition, explaining their decisions. - Produce a clear sketch that reflects the arrangement of their objects. - Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. - Paint with care and control to make a still life with recognisable objects.		Craft and Design: Fabric of Nature - Describe objects, images and sounds with relevant subject vocabulary. - Create drawings that replicate a selected image. - Select imagery and colours to create a mood board with a defined theme and colour palette. - Complete four drawings, created with confident use of materials and tools to add colour. - Understand the work of William Morris, using subject vocabulary to describe his work and style. - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. - Identify and explain where a pattern repeats. - Follow instructions to create a repeating pattern, adding extra detail. - Understand different methods of creating printed fabric in creative industries. - Use sketchbooks to evaluate patterns. - Produce ideas to illustrate products using their designs.	
Computing Full breakdown of KS2 Computing objectives can be found here .	My Online Life Programme Focus: Book Creator and YouTube To improve children's knowledge of the risks	Hour of Code Programme Focus: Book creator, YouTube and Google Docs The class will sign up for Hour of Code and	Dinosaurs Programme Focus: Book Creator, iMovie and Green Screen The children will make their own blockbuster.	Minecraft Challenges Programme Focus: Book Creator and Minecraft The children will get to explore some	Endangered Animals Programme Focus: Google Chrome and iMovie The children will learn online research skills,	Wizard School Planning Programme Focus: Book Creator, ChatterPix, Puppet Pals HD and Directors Pass In this module the children will undertake

	of their online lives and to develop skills when using online services. It takes a holistic approach to each of the different elements of their online lives.	work through various challenges. The class can also choose to take part in global coding events.	They will learn all about filming techniques and storytelling skills.	Minecraft challenges and will be given the opportunity to build their own Minecraft school.	create illustrations and posters to raise awareness of our planet's endangered animals. They will make a class film about how making small changes can help.	a series of creative challenges based around the Harry Potter books.
Design and Technology Full breakdown of KS2 Design and Technology objectives can be found here .	Structure: Pavilions - Produce a range of free-standing frame structures of different shapes and sizes. - Design a pavilion that is strong, stable and aesthetically pleasing. - Select appropriate materials and construction techniques to create a stable, free-standing frame structure. - Select appropriate materials and techniques to add cladding to their pavilion.		Mechanical systems: Making a slingshot car - Work independently to produce an accurate, functioning car chassis. - Design a shape that is suitable for the project. - Attempt to reduce air resistance through the design of the shape. - Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. - Construct car bodies effectively. - Conduct a trial accurately and draw conclusions and improvements from the results.		Cooking – Biscuit Recipes - Describe features of biscuits using taste, texture and appearance. - Follow a recipe with support. - Use a budget to plan a recipe. - Adapt a recipe using additional ingredients.	
Geography Full breakdown of KS2 Geography objectives can be found here .	What will you see on a Great American Road trip? Local Link: Compare and contrast Merseyside and Florida - Be able to locate the USA and its states on a map, identifying how many states there are. - Locate and compare American states, allowing children to focus on the states that interest them the most. - Know that the equator separates the Northern and Southern Hemispheres. - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Florida and Merseyside and describe features studied.		Why does the earth shake, rattle & roll? (Volcanoes) Local Link: Compare and contrast Formby as a coastal town to Hawaii's volcanic areas. - Focus on the Ring of Fire as a research project for children to research and compare against the locality. - Name countries and continents that sit on different tectonic plates. - Locate Hawaii on a World Map to understand its location and have awareness of where it is in comparison to where we live. - Identify similarities and differences between Formby and Hawaii's volcanic areas.		Why are the rainforests important? Local Link: Chester Zoo Rainforest visit. - Focus on the Amazon Rainforest - Know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. - Locate areas of rainforest on a world map. What features allow us to recognise a place as a rainforest? Find a rainforest closest to our town. - Describe the four layers of the rainforest and name some animals that live in each layer. - Explain why rain falls more often in rainforests than in other parts of the world.	

	- Using photos and maps, explore and compare the landscapes of Merseyside and Florida, identifying different geographical features, including mountains, coasts, prairies, forests and deserts. - Learn the eight points of a compass, four-figure grid references, symbols and key of a map to build their knowledge of the wider world.	- Connect back to the USA topic, to explore tornadoes, hurricanes and earthquakes in the USA, and where they are most likely to occur. - Label diagrams to show the layers of the Earth and structure of a volcano as a foundation for understanding why a volcano erupts and how it occurs. - Describe the different types of volcanoes and know that they are located along the boundaries of tectonic plates. - Watch first-hand accounts (Go Pro Videos) of someone climbing a volcano. - Explain how a volcano eruption affects the local people and environment. Consider the effect it would have on our community. - Know some of the strategies put in place to help people survive when they are near a volcano eruption.	- Use line graphs and bar charts to explore the climate of rainforests. - Compare daily life for people living in rainforest tribes with that of people living in our community. - Know what deforestation is and describe the impact it has on local wildlife and the environment. - Describe ways in which steps are being taken to protect rainforests from deforestation – Chester Zoo research project.
History Full breakdown of KS2 History objectives can be found here.	What did we learn from the Romans? Local Links: Roman discoveries across Merseyside - Explain why and how the Romans invaded Britain. - Justify if Claudius and Caesar invaded for the same reasons. - Describe the events surrounding Boudicca's revolt. -Suggest how the Roman way of life contrasted with the Celtic lifestyle. - Select reasons why the Roman army was so powerful. - Explain reasons why the Roman Empire came to an end. - Describe some of the technological advances that the Romans brought to Britain. - Suggest how Britain might be different today if the Romans had never invaded. - Suggest where the Romans would be on a timeline, drawing on knowledge of the past.	Who were the Anglo-Saxons and what were Saxon Times like? Local Link: Battle against the Vikings on the coast of Formby. - Know why the Anglo-Saxons invaded. - Explore the mystery of the Empty Grave. - Recognise how people's lives changed when Christianity came to Britain. - Explain how the Saxons tried to take over the country and how close they got. - Understand who King Alfred was and explain his man achievements. - Describe methods of keeping law and order in Anglo-Saxon times.	How should we remember the Vikings? Local Link: Viking heritage in Formby. - Investigate stereotypical images of the Vikings. - Know the reasons for the Vikings' bad reputation. - Know how the Vikings tried to take over the country and how close they got. - Explain our view of the Vikings and how recent excavations have changed our view. - Place the Vikings on a timeline.

Modern Foreign Languages (Spanish) Full breakdown of KS2 Modern Foreign Languages objectives can be found here .	Welcome to School - Asking and responding to questions about themselves. - Responding to classroom instructions. - Revisiting and reading number words to 20. - Revisiting months of the year. - Revisiting days of the week. - Writing names for rooms in a school. - Saying and writing nouns for classroom objects.	My town, your town - Revisit and recall colours. - Write a poem about fireworks using colours. - Practise classroom instructions. - Practise writing useful commands. - Explore what shopping is like in Spain and similarities and differences between here and Spain. - Practise asking where something is. - Respond with the structure 'Here is...' - Recognise the names of places in a town written down.	Alien faces and family - Find out about Epiphany in Spain. - Learn the nouns for family members. - Record personal information about a family member. - Learn the nouns for parts of the face. - Learn the plural for parts of the face nouns. - Write simple sentences to describe an alien's face.	Moving our body - Revisit parts of the face. - Learn nouns for body parts. - Learn to use adjectives to describe body parts. - Gain an understanding of how to form plural nouns and adjectives including some irregular endings. - Create own alien and write a description. - Learn commands to use with body parts. - Create own yoga routines using verbs and body parts.	At the doctors and Jungle Animals - Feeling unwell roleplay phrases. - Take part in a roleplay. - Singular nouns for some jungle animals. - Revisit colours. - Familiar and unfamiliar adjectives to describe animals. - Follow and understand a simple story. - Sequence and join in with retelling a story. - Write simple sentences in Spanish, using nouns, adjectives and the conjunction "and".	Summertime - Ask, "What is the weather like?" - Learn weather phrases. - Describe the weather in different parts of Spain. - Learn the names of ice cream flavours. - Conduct a class survey about favourite ice cream flavours. - Express likes and dislikes of ice cream flavours. - Create a role-play dialogue at the ice cream van.
Music Full breakdown of KS2 Music objectives can be found here .	Recorders - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness of different rhythms and be able to copy them, when required. - Pupil will learn how	Recorders - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness of different rhythms and be able to copy them, when required. - Pupil will learn how	Samba - Introduce samba music through listening, appraising and singing. - Create and perform rhythms using call and response. - Refine, perform and appraise the samba	Clarinet - Pupils listen to a range of musical rhythms with focus, and can internalise and remember specific patterns. - Pupils understand the importance of posture when playing	Clarinet - Pupils listen to a range of musical rhythms with focus, and can internalise and remember specific patterns. - Pupils understand the importance of posture when playing	Clarinet - Pupils listen to a range of musical rhythms with focus, and can internalise and remember specific patterns. - Pupils understand the importance of posture when playing

	to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to move their fingers between these notes slowly, with care. - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates.	to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to move their fingers between these notes slowly, with care. - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates.	introductions. - Learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble. - Perform a solo in an ensemble. - Create a suitable ending for a samba piece and perform in carnival style.	an instrument and sit appropriately. - Pupils can assemble their clarinet and hold it with their hands in the correct position. - Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound. - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces.	an instrument and sit appropriately. - Pupils can assemble their clarinet and hold it with their hands in the correct position. - Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound. - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces.	an instrument and sit appropriately. - Pupils can assemble their clarinet and hold it with their hands in the correct position. - Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound. - Pupils learn notes C-A and play a variety of pieces using these notes. - Pupils begin to read the musical notation and rhythms, identifying notes on the stave. - Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces.
Physical Education Overview of KS2 Physical Education Primary Curriculum can be found here.	Dance and Fitness Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small	Gymnastics Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted	Dodgeball Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils	Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting.	Tri-Golf Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These	Tennis Pupils will develop racket and ball control and learn to return the ball using a forehand. They will then move onto developing a backhand and understand when to use it. Pupils will keep

	groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same	movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.	They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.	a continuous rally going showing increased technique and apply rules and simple tactics to manage a game.
	Swimming	Swimming	Football	OAA	Baseball	Athletics
	Pupils will be introduced to specific	Pupils will be introduced to specific	Pupils will be encouraged to	Pupils further develop problem solving skills	Pupils learn how to score points by	Pupils will develop basic running, jumping

	swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.	striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils will think about how to achieve their greatest possible speed, distance and accuracy and learn how to preserve to achieve their personal best.
PSHE	Being Me in My World - Being part of a class team. - Being a school citizen. - Rights, responsibilities and democracy. - Rewards and consequences. - Group decision-making. - Having a voice.	Celebrating Difference - Challenging assumptions. - Judging by appearance. - Accepting self and others. - Understanding influences. - Understanding bullying. - Problem-solving.	Dreams and Goals - Hopes and dreams. - Overcoming disappointment. - Creating new, realistic dreams. - Achieving goals. - Working in a group. - Celebrating contributions. - Resilience. - Positive attitudes.	Healthy Me - Healthier friendships. - Group dynamics. - Smoking. - Alcohol. - Assertiveness. - Peer pressure. - Celebrating inner strength.	Relationships - Being unique. - Confidence in change. - Accepting change. - Preparing for transition. - Environmental change. RSE Week Coverage - Making simple choices about some	Changing Me - Jealousy. - Love and loss. - Memories of loved ones. - Getting on and falling out. - Girlfriends and boyfriends. - Showing appreciation to people and animals.

	- What motivates behaviour.	- Identifying how special and unique everyone is. - First impressions.			aspects of health and well-being. - Consider stereotype in media (including gender stereotypes). - Understand physical and emotional changes they will experience during puberty. - Understand the importance of personal hygiene. - Understand what inappropriate touch is. - Understand where they can go for help and advice.	
Global Citizenship Events	Roald Dahl Day European Languages Day International Walk to School Month Hello Yellow (Mental Health) Hate Crime Awareness Week Black History Month	TSP's Celebration of Kindness Week (World Kindness Day) Anti-Bullying/ Behaviour Awareness Week Remembrance Sunday Children in Need Road Safety Week Human Rights' Day	Holocaust Memorial Day National Storytelling Week Safer Internet Day Chinese New Year Fairtrade Fortnight Climate Coalition Day	National Careers Week World Book Day International Women's Day Brain Awareness Week British Science Week Comic Relief /Sport Relief	Earth Day Local and Community History Month World Red Cross and Red Crescent Day (Red Cross Week) International Day against Homophobia and Transphobia	World Environment Day Healthy Eating Week My Money Week National School Sport Week