

School Curriculum Framework Overview Year 4 2020-2021

Year Group Theme	Inventors & Inventions Ancient Greece (Ancient Greece) Why are the Ancient Greeks still important today? 7 weeks/7 weeks		Romans (Romans) How did the Romans influence the city of Lincoln? 6 weeks/6 weeks		Farm to Fork S America contrast local (Land Use) What similarities and differences are there between farming in Lincolnshire and South America? 6 weeks/7 weeks	
Assembly Value	Good Manners & Respect		Growth Mindset & Aspirations and Inspirations		Healthy Mind and Healthy Body & Global Citerzenship	
Love to Read	The Invention of Hugo Cabret/Dr Jeckyl & Mr Hyde		Julius Ceasar		Charlotte's Webb	
Experiences	Go on a Pilgrimage/Swimming/Drumming		Visit a Muasuem/ Visits from a Roman/Swimming/Drumming		Residential, Work on a Farm? Swimming/ Drumming	
National & whole school events	Roald dahl Day Jeans for Genes School Council & Mini Police Elections Harvest Assembly NSPCC Assembly Black History Month (October)	Book Fair Anti-bullying wk. 11 - 15 th Nov Children in Need - Nov Remembrance Day - 11 th Nov Christmus Jumper Day	Young Voices Blue Day TT Rockstars Cup National Handwriting day 23 rd Jan Internet safety day 11 th Feb	Red Nose & Sport Relief World Book day 5 th March British Science Week 6 th - 15 th	World Earth Day - 50 th Anniversary - 22 nd April St Georges & Shakespeare Day 23 rd April Mental Health & Healthy Schools Awareness Week 18 th -24 th May	Sports Week Cultural Diversity & Arts Week Birchwood carnival Birchwood Singing Assembly
Assessment	<u>Baseline</u>	<u>Autumn</u> Puma/Pira	<u>Wider Curriculum</u>	<u>Spring</u> Puma/Pira	<u>Wider Curriculum</u>	<u>Summer</u> Puma/Pira
Mastery Challenge	Use a circuit to design a board game.		Independent Multimedia Presentation & Create a Class Orchestral Piece.		Post a Letter/Grow something to eat.	
Subject area	AUTUMN TERM 1 st Half (7wks)	AUTUMN TERM 2 nd Half (7wks)	SPRING TERM 1 st Half (6wks)	SPRING TERM 2 nd Half (6wks)	SUMMER TERM 1 st Half (6 wks)	SUMMER TERM 2 nd Half (7wks)

Writing YEAR 4 HIS/GEOG/SCI PURPOSE FOR WRITING TEXT GENRE GRAMMAR & PUNCTUATION FOCUS HIGH LEVEL VOCABULARY SPELLING FOCUS ASSESSMENT PIECE	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	
		Ancient Greece		Ancient Greece		Romans		Romans		Farming: UK vs S. America		Farming: UK vs S. America	
		INFORM Recount Letter Explanation Biography Newspaper article		ENTERTAIN Character/setting description Description Poetry Narrative		ENTERTAIN Character/setting description Description Poetry Narrative		INFORM Recount Letter Explanation Biography Newspaper article		PERSUADE Advertising Letter Speech Poster		ENTERTAIN Character/setting description Description Poetry Narrative	
		The Lion's Slave- Terry Deary		Greek Myths & Dr Jekyll and Mr Hyde		Rumblestar		Julius Caesar		Charlotte's Web		The Miraculous Journey of Edward Tulane	
		Fable: traditional stories		Myths & fiction from our lit heritage		Modern fiction		Fiction from our lit heritage		Fiction from our lit heritage		Modern fiction	
		Capital letters for beginning of a sentence, Proper nouns, Titles, Titles of a person, the pronoun 'I'. Paragraphs Word clauses: Understand and build up a bank of high level vocab. Nouns Adjectives Specific verbs		Clause structures and commas Children recognise the difference between a phrase, a clause and a main clause by using commas to separate. Prepositions Understands what a preposition does through their use of a wide range of prepositions and prepositional phrases. Can use prepositional phrases directly following a noun phrase		Adverbs Understands what adverbs of frequency, manner, time, place, degree and evaluation are (see appendix for list) Understands how to build extra detail into a sentence through use of fronted adverbials of manner. Speech punctuation Uses all speech punctuation accurately Re-teach Clause structures and commas Children recognise the difference between a phrase, a clause and a main clause by using commas to separate.		Adverbs Understands what adverbs of frequency, manner, time, place, degree and evaluation are (see appendix for list) Apostrophe Singular apostrophe for possession Plural apostrophe for possession Cohesion built across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events.		Subordinating conjunctions Complex sentences using subordinating conjunctions COMPARRISON: Rather than, Whether, As much as, Whereas, However CONCESSIONAL: Although, Even though, Though TIME: As soon as, Since, While, Meanwhile, Subsequently, Thereafter		Past and present perfect tense Re-teach Speech punctuation Uses all speech punctuation accurately Apostrophe Singular apostrophe for possession Plural apostrophe for possession Cohesion built across paragraphs by use of pronouns, conjunctions of time and reason and by referencing previous characters or events.	
		12 WORD BANK (Nouns/Adjectives/Verbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)		12 WORD BANK (Nouns/Adjectives/Verbs/Adverbs)	
		Homophones (year 4 rule 62) Rule 38 and 43- ment, full, ness, ly		Rule 40- oy/uh Rule 41- ture sound		Rule 44- prefixes in, il, im, ix, anti, inter Rule 45/47- sion/tion/cian/ssion		Rule 46- ou/s Rule - 'gu' sound		Rule 51- sç Rule 53- cious/tious		Assess and re-teach	
		Recount		Character/setting description		Narrative piece		Newspaper article		Letter		Poetry	

TEXT TYPES & GENRES							
READING	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	
YEAR 4							
Fiction	Fairy stories	Myths and Legends	Traditional stories	Modern fiction	Fiction from our literary heritage	Books from other cultures and traditions.	
Non-fiction	Reference books	Books structured in different ways	Textbooks	Reference books	Books structured in different ways	Textbooks	
Poetry	Acrostic	Free verse	Haiku	Nursery rhymes	Limericks	Free verse	

TEACHING FOCUS	WORD MEANING	RETRIEVAL	INFERENCE	INFERENCE	SUMMARY	PREDICTION/AUTHORIAL INTENT
	<p>Reading aloud for punctuation and performance (enhance word or sentence meaning)</p> <p>Range of reading (technical/formal/slang/accents for inference/character inference/genre inference & prediction)</p>	<p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Skimming and Scanning also taught explicitly.</p>	<p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/inferring word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p>Discuss genre in each session. Teach how the structure of the text can help us retrieve.</p> <p>Vocabulary/inferring word meaning morphemic knowledge, genre, life experience, informal phrases</p> <p>UKS2: metaphor, simile, personification</p>	<p>Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.</p> <p>Expand answering questions by locating information across a series of sentences/ paragraphs</p> <p>Skimming taught explicitly.</p>	<p>Discuss genre in each session. Teach how the structure of the text can help us retrieve and infer.</p>
WEEK 1	Jigsaw: Using root words and morphemic knowledge	Scanning for key facts/ names/ numbers Fill in the gap	Using images	Justification of understanding: text marking	Sequencing: events, paragraphs, timings, etc	Identify key details to support plausible prediction Justify suggestions: text marking
WEEK 2	Using word class	Labelling/ using diagrams	Using grammar (year group knowledge)	True or False statements- justified from implied information	Skimming to gain 'gist'	Identify inferences to support plausible prediction Justify suggestions: text marking
WEEK 3	Using word class	Chunking clauses	Using grammar (year group knowledge)	Context: implied information; characterisation and settings	Summarise with scaffolds (e.g. SWBST grid) -whole narratives	Authorial intent: grammar/ sentence choices
WEEK 4	Context: The text so far	True or False statements - locate answers	Discrete sentences: <i>what do you think you know?</i>	Context: changing opinions across text from	Paragraph summaries	Authorial intent: vocabulary choices
WEEK 5	Context: The text so far	Matching; including both words and phrases	Justification of understanding: text marking	All skills practiced	Paragraph summaries for different text structures	Authorial intent: text layout
WEEK 6	Phrases; including range of idioms and puns	Multiple choice -justify answers All skills practiced	Using different text layouts	All skills practiced	Sequence summaries	Authorial intent: grammar/ sentence choices

Mathematics	<p>Number and place value (5 weeks)</p> <p>Addition and subtraction (1 Week)</p>	<p>Addition and subtraction (2 Weeks)</p> <p>Measures - Perimeter (1 Week)</p> <p>Multiplication and division (3 Weeks)</p>	<p>Multiplication and division (4 Weeks)</p> <p>Measures - Area (1 Week)</p> <p>Fractions (1 week)</p>	<p>Fractions (3 weeks)</p> <p>Decimals (3 weeks)</p>	<p>Decimals (1 week)</p> <p>Measures - Money (2 Weeks)</p> <p>Measures - Time (2 Weeks)</p> <p>Statistics (1 Week)</p>	<p>Geometry - Angles and properties of 2D Shapes (3 Weeks)</p> <p>Geometry - Position and direction (2 Weeks)</p>
Science	<p>Electricity</p> <p>Electricity powers many common appliances.</p> <p>A source of electricity (mains or battery) is needed for electrical devices to work.</p> <p>Electricity sources push electricity round a circuit.</p> <p>More batteries will push the electricity round the circuit faster.</p> <p>Devices work harder when more electricity goes through them.</p> <p>Conductors allow electricity to flow easily and insulators don't.</p> <p>A complete circuit is needed for electricity to flow and devices to work.</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Materials</p> <p>Materials change state by heating and cooling.</p> <p>Some changes can be reversed, and some cannot.</p> <p>When two or more substances are mixed and remain present the mixture can be separated</p> <p>Heating causes changes of state.</p> <p>The temperature at which given substances change state are always the same.</p> <p>Materials can be divided into solids, liquids and gases.</p> <p>Solids, liquids and gases are described by observable properties.</p>		<p>Living Things:</p> <p>Living Things can be divided into groups based upon their characteristics. Different food chains occur in different habitats.</p> <p>Different organisms and habitats are affected by environmental change.</p> <p>Environmental change affects different habitats differently.</p>	<p>Living Things:</p> <p>Human activity significantly affects the environment.</p> <p>Different animals are adapted to eat different foods.</p> <p>Animals have teeth to help them eat. Different types of teeth do different jobs.</p> <p>Nutrients produced by plants move to primary consumers then to secondary consumers through food chains.</p> <p>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</p>

<p>Geography</p>	<p>Locational knowledge: North American map placing inventors and their inventions into their cities World map including locating countries with important pilgrimage sites</p> <p>Field work and mapping: Sketch maps to plan their own pilgrimages using the key features required</p> <p>Human Geography: -trade links + distribution -transportation Map of Greek City states Map of Ancient Greece showing city states and trade links between different places</p>	<p>Locational knowledge: North American map placing inventors and their inventions into their cities World map including locating countries with important pilgrimage sites</p> <p>Field work and mapping: Sketch maps to plan their own pilgrimages using the key features required</p>	<p>Field work and mapping: sketch maps of Roman Lincoln including the compass points – add a 4 fig grid to pinpoint locations accurately OS Maps to link Roman and modern Lincolnshire</p> <p>Locational knowledge: Europe map showing the physical features and comparing the spread of the Roman empire with modern countries</p>	<p>Physical Geography: Why Lincoln was a good site for a Roman settlement Topographical features – Lincoln Edge, River Witham Parts of a river following the Witham – locate settlements along the banks European map showing physical features – Roman Empire and modern</p> <p>Human geography: How the Romans linked Lincoln to other places through roads Locate Roman cities on a map of the UK How the local area has changed over time Sci – water cycle 130-132</p>	<p>Locational knowledge: Locate the countries of south America and their major cities</p> <p>Place Knowledge: Study the similarities and differences between own location and one in S America Farming comparison and include Amazon basin and the environmental issues Natural resources of S America and trade links with the world South America 172-178</p>	<p>Physical geography (sc): World maps with climate zones and building on biomes to link to habitats across the world Biomes to include rainforest, Rainforest biome 149</p>
<p>History</p>	<p>History – Inventors and Inventions</p> <p>Explore main events and changes in history, giving causes and consequences Independently suggest sources of evidence to answer their questions History of inventions that changed the world</p>	<p>History – Ancient Greece</p> <p>Explore main events and changes in history, giving causes and consequences Independently suggest sources of evidence to answer their questions History of inventions that changed the world.</p>	<p>History - Romans</p> <p>Understand that changes occur over time. Add evidence and dates to timeline to represent this Use dates and historical terminology to describe events Give reasons why separate versions of the same event may differ in the accounts Explore main events and changes in history, giving causes and consequences Independently suggest sources of evidence to answer their questions Give reasons for the changes in the features of the period studied</p>	<p>History - Romans</p> <p>Understand that changes occur over time. Add evidence and dates to timeline to represent this Use dates and historical terminology to describe events Give reasons why separate versions of the same event may differ in the accounts Explore main events and changes in history, giving causes and consequences Independently suggest sources of evidence to answer their questions Give reasons for the changes in the features of the period studied</p>		

			e.g. clothes, beliefs, homes. Describe how some past events and actions of people affect life today. Subject related vocabulary: during, chronology, era, dates, time period, change	e.g. clothes, beliefs, homes. Describe how some past events and actions of people affect life today. Subject related vocabulary: during, chronology, era, dates, time period, change		
Art & DT	<p>Artist study - Da Vinci</p> <p>Explore the properties and use of charcoal Learn how to mix and match colours using dry materials eg blending, layering colour Record patterns and colours from first-hand observations.</p> <p>Renaissance pg 90-91 Artist: Leonardo Da Vinci</p>	<p>DT Create an 'Operation' style light-up board game</p> <p>Refine methods and design as work progresses, constantly reassessing design. Construct series and parallel circuits</p>	<p>Art – Clay Pots</p> <p>Use slabbing technique and dragging clay to join Learn how to pinch out and pull out clay Clay pots</p>	<p>DT Make a Roman trebuchet</p> <p>Refine methods and design as work progresses, constantly reassessing design. Use computer packages to design and model products. Apply understanding of forces to select a suitable mechanism eg levers, winding mechanism, pulleys and gears. Use suitable cutting and shaping techniques Choose suitable joining techniques Make improvements to established designs and be able to explain why. Disassemble designs to discover how they work.</p>	<p>Art- David Hockney</p> <p>Explore the properties and use of charcoal Learn how to mix and match colours using dry materials eg blending, layering colour Record patterns and colours from first hand observation</p> <p>Love for Landscapes 66-69 Artist: David Hockney or Constable</p>	<p>Art – Stitching</p> <p>Create a simple landscape quilt. Apply basic stitching techniques (running & Cross). Learn how to use stitching techniques for different purposes and functions (to hold and attach). Choose colours & textures for purpose and effect. Artist/Inventor: David Hockney or Barbara Olsen</p>
Computing & Digital Literacy Purple Mash ONLINE SAFETY - TERMLY WED	<p>Year 4 coding 4.1</p> <ul style="list-style-type: none"> To review coding vocabulary. To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program. 	<p>Year 4 spreadsheets 4.3</p> <p>Using the formula wizard in the advanced mode to add formulae</p>	<p>Year 4 writing for different audiences 4.4</p> <p>To explore how font size and style can affect the impact of a text.</p>	<p>Year 4 logo 4.5</p> <p>To learn the language of Logo. To input simple instructions on Logo.</p>	<p>Digital Literacy Unit</p>	<p>Year 4 effective search 4.7</p> <p>To locate information on the search results page</p>

<p>To introduce the If/else statement and use it in a program.</p> <ul style="list-style-type: none"> • To create a variable. • To explore a flowchart design for a program with an if/else statement • To create a program which responds to the If/else command, using the value of the variable. <p>To introduce the If/else statement and use it in a program.</p> <ul style="list-style-type: none"> • To create a variable. • To explore a flowchart design for a program with an if/else statement • To create a program which responds to the If/else command, using the value of the variable. <p>To make timers and counting machines using variables to print a new number to the screen every second.</p> <p>To explore how 2Code can be used to investigate control by creating a simulation</p> <p>To know what decomposition and abstraction are in computer science.</p> <ul style="list-style-type: none"> • To take a real-life situation, decompose it and think about the level of abstraction. • To design a decomposed feature of a real-life situations 	<p>and explore formatting cells</p> <p>Timer and spin button</p> <p>Line graphs</p> <p>Using a spreadsheet for budgeting</p> <p>Exploring Place Value with a spreadsheet</p>	<p>To use a simulated scenario to produce a news report.</p> <p>To use a simulated scenario to write for a community campaign.</p>	<p>For the children to use Logo to create letters</p> <p>To use the Repeat function in Logo to create shapes.</p> <p>To use the Build feature in Logo.</p>		<p>To use search effectively to find out information.</p> <p>To assess whether an information source is true and reliable.</p> <p>Hardware investigators 4.8</p> <p>To understand the different parts that make up a computer.</p> <p>To recall the different parts that make up a computer.</p>
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PE Striver	<p>Swimming</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations 	<p>Dance 1 & 2</p> <p>Perform dances using a range of movement patterns.</p> <p>These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes</p> <p>Danse Macabre</p>	<p>Swimming</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations 	<p>Gym 1</p> <p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on previous experience</p>	<p>Gym 2</p> <p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on previous experience</p>	<p>Wellbeing Module</p> <p>Mindfulness</p> <p>Yoga</p> <p>Sleep</p> <p>Nutrition</p> <p>Teamwork</p> <p>Personal Care</p>
	<p>Basketball & Handball</p> <p>Throw and catch under pressure. Pass and shoot accurately and within a competitive situation. Dribble with the ball and make a pass. Pivot to take, receive and make a pass. Move using space appropriately.</p>	<p>Swimming</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations 	<p>Tennis</p> <p>Demonstrate the ready position and react to ball direction, including correct position to attempt shot.</p> <p>Play a simple forehand and backhand shot.</p> <p>Simulate the throw of a serve.</p> <p>Move and catch the ball correctly applied to the layout of the court.</p>	<p>Swimming</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations 	<p>Rounders</p> <p>Throw at others and a target under pressure. Catch consistently under pressure. Strike a stationary ball demonstrating correct grip. Develop fielding techniques.</p>	<p>Athletics</p> <p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop technique to be able to throw further</p> <p>Recognise changes in heart rate, temperature and breathing rate</p>

<p>MFL Language Angels</p>	<p>French</p> <p>Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school, basic phrases concerning myself, my family and school.</p> <p>Respond to a clear model of language.</p> <p>Answer simple questions and give basic information – e.g. about the weather, brothers and sisters, pets</p> <p>Show an awareness of sound patterns</p> <p>La Famille (Intermediate Teaching – Years 3-4)</p> <p>En Classe (Intermediate Teaching – Years 3-4)</p>		<p>French</p> <p>Show an awareness of sound patterns</p> <p>Understands some familiar written phrases – e.g. simple weather phrases basic descriptions of objects</p> <p>Les Romains (Intermediate Teaching – Years 3-4)</p>			<p>French</p> <p>Write one or two short sentences with support</p> <p>Respond to a clear model of language.</p> <p>Answer simple questions and give basic information – e.g. about habitats</p> <p>Show an awareness of sound patterns</p> <p>Les Habitats (Intermediate Teaching – Years 3-4)</p>
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<p>Music Charanga</p>		<p>Music</p> <p>Pupils improvise repeated patterns and combine several textures of sound.</p> <p>Create graphic notation for pitch, duration and rhythm</p> <p>Compare and contrast different pieces recognising how different musical elements are combined and used expressively.</p> <p>Pupils can listen with increasing attention to detail and recall sounds with growing aural memory</p> <p>Pupils recognise how the different musical elements are combined and used expressively</p> <p>Charanga - Glockenspiel Stage 2</p>		<p>Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency.</p> <p>Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato.</p> <p>Pupils improvise repeated patterns and combine several textures of sound.</p> <p>Compare and contrast different pieces recognising how different musical elements are combined and used expressively.</p> <p>Pupils can listen with increasing attention to detail and recall sounds with growing aural memory</p> <p>Charanga - Blackbird</p>		
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RE	<p>LAS Additional</p> <p>Pilgrimage (including Christianity)</p> <p>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc.</p> <p>Environmental impact of pilgrimage]</p>	<p>LAS Additional</p> <p>Pilgrimage (including Christianity)</p> <p>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc.</p> <p>Environmental impact of pilgrimage]</p>	<p>LAS Compulsory</p> <p>Community – Christianity</p> <p>[How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p>	<p>LAS Compulsory</p> <p>Community – Christianity</p> <p>[How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p>	<p>LAS Compulsory</p> <p>Community – Hinduism</p> <p>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p>	<p>LAS Compulsory</p> <p>Community – Islam</p> <p>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p>
PSHE	<p>Theme – Being Me in My World</p> <p>Value - Good Manners</p> <p>Including E-Safety Week</p> <p>Topic – Feelings and Emotions/ Healthy Relationship</p>	<p>Theme – Relationships</p> <p>Value - Respect</p> <p>Including Anti-Bullying Week</p> <p>Topic – Valuing Difference</p>	<p>Theme – Celebrating Difference</p> <p>Value - Global Citizenship</p> <p>Including Diversity Week</p> <p>Topic – Rights and responsibilities</p>	<p>Theme – Dreams and Goals</p> <p>Value - Aspirations and Inspirations</p> <p>Including Careers Week/ Young Enterprise Week</p> <p>Topic – Taking care of the environment/ Money Matters</p>	<p>Theme – Changing Me</p> <p>Value - Growth Mind-set</p> <p>Including SRE Education</p> <p>Topic – Changing and Growing</p>	<p>Theme – Healthy Me</p> <p>Value - Healthy Mind, Healthy Body</p> <p>Including Healthy Schools Week and Sports Day</p> <p>Topic – Healthy Lifestyles and Keeping Safe</p>