


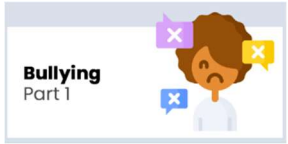






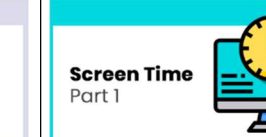
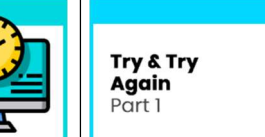


Year 4 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	I am Warrior (Romans)			Misty Mountain Winding River		
British Key Question	How has modern Britain been shaped by other cultures?			How does water shape our world?		
Enhancements	Visit to Penlee Gallery and Museum - Life in Cornwall Celts and Romans Celts vs Romans Battle Roman Banquet			River visit Talk from Matthew Jones Dad – rock climbing		
Books	Who let the Gods Out? Maz Evans Boudicca (Folk Song)			Young Gifted and Black – Jamia Wilson The River – Valerie Bloom (poem) Explanation texts		
Addressing Stereotypes	Role of Women in battle – Boudicca Role of women in the home in Roman period			Climbing is too dangerous for everyone to do it https://www.theguardian.com/world/2019/oct/31/mount-everest-lhakpa-shepa-climbed-nine-times-world-record		
British Values	Democracy – Were there equal rights for all? Upper class (Patricians) Lower Class (Plebeians) Rule of Law – Were slaves covered by the same laws as everyone else? Individual Liberty – Did Boudicca make the right choices? Mutual Respect & Tolerance – What if a boy doesn't want to fight?			Democracy – Should you pay to fish in the sea/river? Rule of Law – Should we limit the number of people who visit a beach? (National Trust) Individual Liberty – Can water be stolen? Mutual Respect & Tolerance – Can you harm a river?		
Area of Learning	 <p>Respect Part 1</p>	 <p>Problem Solving and Resourcefulness Part 1</p>	 <p>Leadership Part 1</p>	 <p>Bullying Part 1</p>	 <p>Being Responsible Part 1</p>	 <p>Where does my Food come from? Part 1</p>
Area of PSHE/SRE	Relationships	Living in the wider world	Relationships	Relationships	Relationships	Health and Well-Being
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> to understand what respect is. to know why respect is important when working with others. how to demonstrate respect for one another. 	Pupils should be taught: <ul style="list-style-type: none"> to understand what the law is and why we have it. how to use resourcefulness to help us solve problems. 	Pupils should be taught: <ul style="list-style-type: none"> about the qualities of a good leader. how to lead a team. 	Pupils should be taught: <ul style="list-style-type: none"> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. strategies to respond to hurtful behaviour experienced or witnessed, offline and online. (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others). how to report concerns and get support. 	Pupils should be taught: <ul style="list-style-type: none"> about what it means to be responsible. how we can use responsibility to inspire others. to understand the importance of being responsible. 	Pupils should be taught: <ul style="list-style-type: none"> to understand where food comes from and how foods are sourced. about how food is produced. about how and where we keep track of the food we eat



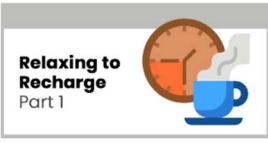
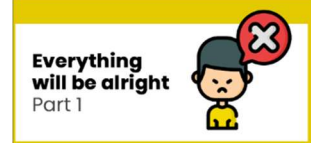


				<ul style="list-style-type: none"> ● about what it means to be discriminating, how to recognise it as bullying and how to challenge it. 		
<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Respect key questions:</p> <p>What is respect? Who should you be respectful to in a school environment? Why might you show respect to others? Who is the first person that you need to learn to respect? What does being respectful towards someone look like? What might be seen as disrespectful in a conversation?</p> <p>Phase 3 and 4 – Problem Solving and Resourcefulness key questions:</p> <p>What is problem solving? When do we use problem solving? How can being a good problem solver help you? What is resourcefulness? Where would you go to find an answer to a question? Is resourcefulness about knowing everything or about knowing where to look to find the answer to everything? Why might being resourceful improve your learning?</p> <p>Phase 5 and 6 – Leadership key questions:</p> <p>What is a leader? What are some of the important qualities of a good leader? Do you need to be born a leader or just have leadership qualities? Do good leaders work harder than anyone else or do they make others work harder? Do leaders need further learning and feedback? Does there need to be one leader in a team?</p>			<p>Phase 1 and 2 – Bullying key questions:</p> <p>What forms can bullying take? What is cyberbullying? How can bullying make you feel? How does it affect your mental health? Is moving school a good idea to prevent being bullied? What can you do if bullies are taking your friends away? What is a troll on social media? What does equality mean? What is discrimination? What does it mean to stereotype? What's the best advice for someone who uses a wheelchair, who has impaired mobility and who wants to be a professional athlete? What does the Equality Act expect schools to do about bullying and discrimination? What does it mean to celebrate diversity?</p> <p>Phase 3 and 4 – Being Responsible key questions:</p> <p>Why is it important to be responsible? How does responsibility inspire others? What is responsibility? What responsibilities might you have at home? What might happen if we are responsible?</p> <p>Phase 5 and 6 – Where does My Food Come From? key questions:</p> <p>Where can we get food to eat? Why do we have to buy foods from other countries? Where can you get food from? Why are foods grown in the UK often fresher than those that come from other countries? Why do we waste over 30% of the fruit and vegetables sold in our supermarkets? Why do we need to know where and how our food was produced? Which animals do we 'typically' farm in the UK for food?</p>		
Vocabulary	Respect, peer pressure, responsible cultural, ethnic, racial, religious, gender identity, sexual orientation, disability,	Solution, dilemma, confident, support	Leader, organise, goal, achievements	Bullying, online, offline, hurtful, consequence, challenge, discriminate	Responsible, consequence, duties, rights, inspire	Choice, habit, sustainability, convenience

Year 4 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Burgs, Bottoms, Bile			Cornwall or Corfu?		
British Key Question	Are you what you eat?			Where would you go?		
Enhancements	Visit from dentist/nutritionist			Visit from Travel Agent/Tourist Board http://www.perranporthinfo.co.uk/ Perranporth beach and town survey		
Books	Street Child - Berlie Doherty			The Devil and his Boy – Anthony Horowitz		
Addressing Stereotypes	Boys don't wash their hands!			My Dad makes the tastiest pasty! A Corfu/London pasty is as tasty as a Cornish pasty!		
British Values	Democracy – Teeth care should be free for all, like the NHS Rule of Law – Teeth care should be free for all, like the NHS Individual Liberty – Everyone should alter their eating habits to save the planet Mutual Respect & Tolerance – Meat vs Vegetarian vs Vegan Which is preferable?			Democracy – How could we choose which is the best place for a Summer holiday? Rule of Law – Why don't we abolish passports? Individual Liberty – Freedom to travel where we wish – passports Second homes are an asset Mutual Respect & Tolerance – Should we speak the language of the country we visit?		
Area of Learning						
Area of PSHE/SRE	Health and Well-Being	Health and Well-Being	Health and Well-Being	Health and Well-Being	Health and Well-Being	Relationships
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about what a balanced diet is. ● about how much of each nutrient we should be eating. ● to understand the effects of food on our body 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand how exercise supports the function of the human body. ● to understand how a balanced diet supports the function of the human body. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about what physical activity is. ● about what physical activity involves. ● about the effects of physical activity 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about how much sleep we should get. ● about how sleep affects our lifestyle. ● about how sleep supports our mindset and our body function 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about how too much screen time is bad for us. ● about how too much screen time can affect our daily life. ● about how screen time can affect us mentally. ● about how screen time can affect our relationships with others 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand the reasons why failure is important. ● to understand how we can use failure to succeed. ● how we can use failure to drive success.

<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – A Balanced Diet key questions: What is a balanced diet? Which nutrients should you try to choose more often? Which food groups are the ones that we should choose most often? Why is it important that we make healthier food choices? What do foods that contain proteins do for your body? What else should you do as well as eat a balanced diet? What job do carbohydrates do for our body? What job do proteins do for our body?</p> <p>Phase 3 and 4 – Healthy Eating key questions: What is healthy eating? How does food help our body work? What does the ‘Eatwell Plate’ help us to do? Which nutrients provide the most energy for our body? Which nutrients should be eaten in smaller amounts? How could you compare our bodies to a car? Which nutrients provide the main source of energy for our bodies? Which of these nutrients, if eaten too often, would not ‘fuel’ our bodies properly?</p> <p>Phase 5 and 6 – The Importance of Physical Activity key questions: What is physical activity? How much exercise or physical activity should you do each day? How might exercise/physical activity make you feel? What does physical activity do which may help you to learn? What does physical activity do for my body? Does physical activity make you feel more or less tired?</p>			<p>Phase 1 and 2 – Sleep key questions: How does sleep help our physical development? What is the average amount of sleep we should have every night? What does sleep do to help your body, muscles and heart? What may happen if you don’t get enough sleep for a long time? How much sleep should you be getting on average each night? How can good sleep help us with our schoolwork and sport? How does sleep help our body keep well? How can sleep help your body to stay fit and healthy?</p> <p>Phase 3 and 4 – Screen Time key questions: Is screen time always bad for us? How can too much screen time affect our daily life? Should there be a limit to how much screen time we have each day? How can screen time affect our sleep? How might your amount of screen time affect your weight? How can screen time affect us mentally? How can screen time affect our relationships with others? What aches and pains might you experience if screen time is too high? How might friendships suffer if screen time is too high? How might violent computer games affect the viewers?</p> <p>Phase 5 and 6 -Try and Try Again key questions: How can we use failure to bring success? How does failure help us succeed? Why is failure important? What advice would you give to someone who keeps failing? How does failure make feel and how do you deal with it? What do you need to learn from your mistakes?</p>		
<p>Vocabulary</p>	<p>Balanced diet, food group, nutrient, healthy</p>	<p>Balanced diet, food group, nutrient, healthy</p>	<p>Exercise, physical activity, tiredness</p>	<p>Sleep, rest, recovery, well-being</p>	<p>Balanced lifestyle, moderation</p>	<p>Failure, success, try and try again, resilience</p>

Year 4 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Traders & Raiders/Raiders or Settlers?			Blue Abyss		
British Key Question	How did the Anglo-Saxon era end and what was their impact on life in Britain? How did the Vikings influence life in Britain?			Can you/Britain save the oceans?		
Enhancements	Build a boat challenge			Falmouth Maritime Museum/National Marine Aquarium (Visit/Virtual) Art gallery/Sculpture garden/installation (Visit/Virtual)		
Books	Running Wild - Michael Morpurgo			Running Wild - Michael Morpurgo		
Addressing Stereotypes	You have to be loud and scary to win a battle!			Where are the female natural scientists to rival Steve Backshall and David Attenborough?		
British Values	Democracy – The strong rule - Discussion is preferable to force Rule of Law – Let’s trade! Could we survive without money? Individual Liberty – We should be able to choose our leaders Mutual Respect & Tolerance – The strong rule - Discussion is preferable to force			Democracy – What needs our support the most? (endangered species) Rule of Law – The fish we catch belong to everyone (over fishing) Individual Liberty – I can go to an aquarium if I wish! Sea creatures belong in the sea not in tanks Mutual Respect & Tolerance – Sea creatures belong in the sea not in tanks		
Area of Learning						
Area of PSHE/SRE	Living in the wider world	Living in the wider world	Health and Well-Being	Health and Well-Being	Relationships	SRE and Drugs Awareness
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to equip pupils with an understanding of some of the different forms of government to see how these are enacted in some countries in the world. to provide an understanding of the difference between laws and rules and why rules are in place in school. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to explore different understandings of individual liberty the things that many people enjoy today have been fought for in the past. to understand the similarities and differences between some of the largest religions in the world, and how values are often shared between different religions. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about what it means to relax. about how relaxing can help us recharge. about what we can do to relax. about the balance needed between relaxing and screen time. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about what to do when we’re not feeling okay. to understand why we sometimes don’t feel okay. to understand why others might not be okay. that it is okay not to feel okay sometimes. about what we can do when someone else is not feeling okay 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to know that others’ families sometimes look different from their family but that they should respect those differences. that families are important for children growing up because they can give love, security and stability. to think about the characteristics of healthy family life and the importance of commitment to each other, even in times of difficulty. about protection and caring for children and other family members, and the importance of spending time together and sharing each other’s lives. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about what we can do to ensure we are keeping our body safe. about the difference between ‘good secrets’ and ‘bad secrets’. about what we can and should do when someone makes us feel uncomfortable

<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – British Values- Government and Rules key questions: Are all countries in the world ruled by the people? How do we demonstrate democracy in the UK? How does the Commonwealth support democracy? What is the job of the PM and how does the Prime Minister become elected? Who or what is a dictator? What is an absolute monarchy?</p> <p>Can you think of some of the benefits of school rules? What are some disadvantages of school rules? Think of consequences for breaking rules and then consequences for breaking the law. Are they the same? What do you do if you don't agree with a school rule? People who work with children and young people are not allowed to...? What are your rights regarding school rules?</p> <p>Phase 3 and 4 – British Values- Freedom in Beliefs key questions: Is there a difference between human and civil rights? Why is it that some people still need to fight for their freedom and their rights? What might influence our thinking about human or civil rights? Does everyone in the world have the same rights to freedom? Is slavery and the use of slaves a thing of the past? What is child labour?</p> <p>Phase 5 and 6 – Relaxing to Recharge key questions: What does it mean to relax? How can relaxing help us recharge? Why is it healthy to relax when you need it? How does relaxing help us to recharge? What can you do to relax?</p>			<p>Phase 1 and 2 – Everything Will be Alright key questions: Why don't we feel okay sometimes? What can you do if you don't feel okay? How do you know if you are feeling okay? Why might you not be feeling okay? Is it okay for you and others to not be okay? How can we help other who don't feel okay? How can you tell if someone is not feeling okay? What can you do if you notice someone who doesn't feel okay? What is something you can say to someone who isn't feeling okay?</p> <p>Phase 3 and 4 – Family Relationships key questions: What might be some of the positive features of family relationships? What might be some of the challenges of family relationships? What can families give us? If someone's family looks different to your family, does that mean that they have different love or support?</p> <p>Phase 5 and 6 – Keeping My Body Safe key questions: What does the NSPCC 'PANTS' rules remind you? Which 'private parts' are covered by pants or knickers? What is the NSPCC 'Pants' rule? Is it okay to talk to a trusted adult about a secret that someone asked you to keep which makes you feel uncomfortable? Do you know the difference between 'Good' secrets and 'Bad' secrets? What can you do or say if someone is making you feel uncomfortable or unsafe? What is a good secret? What is a bad secret? What can you do if someone is making you feel uncomfortable or unsafe?</p>		
<p>Vocabulary</p>	<p>Democracy, election, Prime Minister, dictator</p>	<p>Freedom, rights, slavery</p>	<p>Active, busy, relaxation, repair, stress</p>	<p>Emotions, okay, support, problem</p>	<p>Support, positive, relationships, challenges, different, nuclear family, cohabiting, reconstituted family</p>	<p>Penis, vagina, testicles, vulva, breasts, nipples, inappropriate, trusted, uncomfortable</p>