

WHAT WILL WE BE LEARNING AT SCHOOL THIS YEAR?



An overview of some of the work being carried out in **Year 4** during the **Autumn Term**:

R.E.

We will be studying the following topics:

People

- Exploring our family trees
- Reveal how scripture traces the stories of some of the human family of Jesus.

Called

- Exploring our responses to being chosen
- Reveal how different people respond to God's call, both in scripture and through the Sacrament of Confirmation.

Gifts

- Explore the gift of love and friendship
- Reveal how Advent and Christmas are the Church's seasons of preparing to receive God's gift of love and friendship in Jesus.

World Religions

- **Judaism:** Explore, discover and respect the importance of the Torah, for the Jewish people.
- **Hinduism:** Explore Holy books and stories that are important to Hindus, specifically Bhagavad-Gita. As well as this, we will look at Sanskrit writing.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 3 curriculum to be taught alongside Year 4 objectives.

English

In **Reading** we will be looking at a variety of books and myths to help us explore our topic of 'The UK'. We encourage a love of reading, both at home and at school and enjoy listening to stories and poems. We will continue on from the previous year to embed the following skills in our reading and comprehension lessons:

- **Retrieving information from the text.**
- Make inferences, giving evidence from the text to support their answer.
- **Use the context of the text and their word knowledge to understand new words.**
- Looking at the author's language choices and what they mean.

The stories, myths and poems that we are reading will be used to create pieces of writing from a variety of genres. We will be looking at persuasive writing, narrative, diary entries and newspaper reports during the Autumn Term.

- **Participate in discussion about books read as a class. (Y3 and Y4)**
- **Participate in discussion about books read independently. (Y3 and Y4)**
- **Discuss their understanding of the text. (Y3 and Y4)**
- **Apply their growing knowledge of root words, suffixes and prefixes to read words aloud. (Y3 and Y4)**
- **Using expression, intonation and tone when reading writing. (Y3 and Y4)**

In **Writing** we will write for a range of purposes and genres:

- Diary entries
- Letters
- Persuasive writing

- Poetry
- Newspaper reports
- Narrative

We will be covering the following skills:

- **Write a narrative scene containing speech.**
- **Write an alternative ending to a story.**
- Organise writing into paragraphs around a theme.
- **Use expanded noun phrases to describe characters and settings.**
- **Use a range of conjunctions to construct complex and compound sentences.**
- **Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.**
- Proofread and amend writing with growing confidence.

Use the following punctuation confidently:

- **Capital letters and full stops. (Y3)**
- **Question marks and exclamation marks. (Y3)**
- Commas in a list.
- **Inverted commas at the beginning and end of speech. (Y3 and Y4)**
- Apostrophes for plural possession.
- **Apostrophes for singular possession and contractions.**
- **Understand the difference between plural and possessive 's'. (Y3)**
- Spell all words with prefixes and suffixes correctly, e.g. usually, poisonous, adoration.
- **Spell homophones correctly (which/witch, bury/berry, accept/except, piece/peace, who's/whose).**
- Spell most of the Year 3 and 4 statutory spelling words correctly.
- Use a joined handwriting style with letters of the correct size
- **Know when to place the possessive apostrophe accurately in words with regular plurals. (Y3)**
- **Regularly use subordinate clauses. (Y3)**
- **Choose conjunctions, adverbs and prepositions to show time, place and cause. (Y3)**
- **Use 'a' or 'an' correctly most of the time. (Y3)**

In **Mathematics** we will be working on:

- **Recall all times tables to 12 x 12 and their linked division facts. Mentally work with factor pairs 144.**
- **Count in multiples of 6, 7, 9, 25, 1000**
- **Reading and writing numbers to at least up to 1000 in numerals and words. (Y3)**
- **Comparing, ordering and understanding place value of 2- and 3-digit numbers. (Y3)**
- **Compare and order numbers up to 1000 (Y3)**
- **Find 10 or 100 more or less than a given number (Y3)**
- **Identify, represent and estimate numbers using different representations. (Y3)**
- **Order and compare numbers beyond 1000, recognise place value in 4-digit numbers.**
- **To round any number to the nearest 10, 100 or 1000.**
- Learn to count back through 0 to include negative numbers.
- **Use the column method when adding or subtracting numbers with up to 4 digits.**
- **Solve two-step problems using the 4 main operations.**

In **Science** we will be developing the following skills:

- **Setting up simple practical enquiries, comparative and fair tests.**

- Make systematic and careful observations and take accurate measurements using standard units.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- **Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.**

Through the topic of Changing States, we will be:

- Comparing and grouping materials together, according to whether they are solids, liquids or gases.
- **Identifying the properties of water – solid, liquid and a gas.**
- Observing that some materials change state when they are heated. Measure and research the temperature at which this happens.

Through the topic of Electricity, we will be:

- Identifying common appliances that run on electricity.
- **Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.**
- Recognising that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognising some common conductors and insulators, and associate metals with being good conductors.

Computing

In the topics of 'Collaborative Learning' and 'Investigating Weather', children learn the following skills:

- **How to work collaboratively in a responsible and considerate way.**
- Looking at a range of collaborative tools including Google Docs, Slides, Forms and Sheets.
- **Develop their understanding of the benefits of working together.**
- **Develop their understanding of how the Internet provides opportunities to work together even when people are not physically in the same location.**
- **Use email effectively to communicate and share Documents.**
- Researching data.
- Storing and presenting data.
- Using green screen video.

Geography

Through our topic of The United Kingdom and our local area of Grays, we will:

- **Name and locate countries and some counties of the UK.**
- **Explore physical and human characteristics of the UK, including some cities, mountains, coasts and rivers.**
- Use an Atlas to locate countries, counties, mountains and to further develop their map skills.
- To use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs

History

Through studying our local area of Grays and Entertainment in Britain Through Time, we will:

- Develop an understanding of grouping periods of time in history into decades and centuries.
- Explain that events from the past have helped shape our lives.
- Appreciate that artefacts from the past are helping us build an accurate picture of people's lives in history.
- Know people in the past cooked, travelled and worshipped differently than we do.

Art

We will be using the local environment and the UK landscape as a stimulus for the following learning:

- Use different grades of pencil (2B, 3B, 4B, 6B, HB) to show different tones and texture using marks and lines.
- Identify the effect of light and start to show this in my drawings.
- **Review what I and others have done and say what I think and feel about it.**

Design and Technology

We will link our learning to our History topic of Entertainment in Britain through time, learning to:

- **Come up with at least one idea about how to create my product.**
- Measure carefully so as to make sure I don't make mistakes.
- Take on other people's advice when designing.
- **Begin to explain how I can improve my original design.**
- To show a good level of expertise when using a range of tools and equipment.
- **To work at a product even if original idea did not work very well.**

Music

We will be exploring these themes throughout the year in different contexts:

- Describing music using musical vocabulary: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.
- **Performing a part within a simple group performance in simple time, 2:4, 3:4, 4:4.**
- Performing from memory, confidently either as a soloist, or in a small group.
- Beginning to sing in harmony within a song, with expression, shape and with awareness of others.
- Evaluating how venue, occasion and purpose affects the way music is created, performed and heard.
- Learning to play tuned percussion in 3 and 4 time.

P.E.

Through the area of invasion games in Autumn 1 the children will learn to:

- **Use a range of techniques when passing.**
- Keep and use the rules they are given.
- Suggest how rules can be changed to improve the game.
- Adapt rules in agreement with others.
- **Use a range of tactics to keep possession of the ball to attack and goal.**
- Use knowledge they have learnt to make up suitable warm up activities.
- Know and explain tactics and skills they are confident with and use well in games.
- Choose different ways of practising these skills and tactics.
- Describe the help they need to improve play.

In the second half of the term, through dance, the pupils will learn:

- To follow simple routines.
- **To devise, perform and evaluate their own dance sequences.**

French

We will be using the Rigolo programme through the topics of 'Encore!' and 'Quelle heure est-il?' to:

- Have a short conversation using the new vocabulary taught in the topic.
- Read and understand a short text using familiar language.
- Say what I like/dislike about a familiar topic.

PSHE

We will hold a Circle Time or PSHE activity each week focusing on:

- **Establishing the rules and standards for our classroom**
- Revisiting our understanding of the key messages of the school's mission statement.

- Working on the attitudes and dispositions identified as being appropriate for Year Four pupils
- Revisit the fundamental British values of our nation, focusing on Democracy, Rule of the Law and Mutual Respect
- **Looking at personal identity; what contributes to who we are**
- **Looking at identifying our personal strengths, skills and achievements and how to manage any setbacks we face**
- **Looking at our mental wellbeing**

An overview of some of the work being carried out in **Year 4** during the **Spring Term**:

R.E.

We will be studying the following topics:

Community

- What it means to belong to a community
- How ministries in the Parish reach out to the wider community

Giving and Receiving

- Giving and receiving in everyday life
- How the Eucharist, in its different parts, challenges us and enables us to live and grow in communion.

Self-Discipline

- Exploring the notion that self-discipline is important
- Reveal how, through the season of Lent and during Holy Week, we grow to new life through self-discipline.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 3 curriculum to be taught alongside Year 4 objectives.

English

In **Reading** we will be looking at a variety of books to help us explore our topic of 'France'. We encourage a love of reading, both at home and at school and enjoy listening to stories and poems. We will continue on from the previous term to embed the following skills in our reading and comprehension lessons:

- **Retrieving information from the text.**
- Make inferences, giving evidence from the text to support their answer.
- **Use the context of the text and their word knowledge to understand new words.**
- Looking at the author's language choices and what they mean.

In **Writing** we will write for a range of purposes and genres:

- Persuasive writing
- Non-chronological reports
- Narrative
- Poetry
- Diary entries

We will develop the following skills:

- Plan and write our own texts to suit a specific audience, which accurately reflects the purpose.
- Write narratives with a clear beginning, middle and end with a clear plot.
- Use known genres to create writing to suit Power of Reading texts.
- Use fronted adverbials and adverbial phrases correctly in our writing.
- Use exciting and interesting words which suit the text type to engage our reader.
- **Use subordinate clauses in a variety of positions within a complex sentence.**

- Write expanded noun phrases by adding prepositional phrases to the determiner, noun and adjectives.
- Use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
- Understand the difference between plural and possessive 's'.
- **Correct use of commas and full stops around speech.**
- **Use commas to show subordinate clauses.**
- Spell all of the Year 3 and 4 statutory spelling words correctly.

Mathematics

We will be working on:

- **When multiplying 2 or 3-digit numbers by 1-digit, use formal written methods (grid and ladder).**
- **When dividing 2 or 3-digit numbers by 1-digit, use formal written methods (chunking method)**
- **Divide a 1 or 2-digit number by 10 or 100 to create a decimal number. Identify the value of the digits in the answer.**
- Find the area of straight-sided shapes using your knowledge of multiplication.
- **Relating fraction notation to division. Find common equivalent fractions.**
- **Dividing a 1 or 2-digit number by 10 or 100 to create a decimal number. Identify the value of the digits in the answer.**
- **Recognise and show, using diagrams, equivalent fractions with the same denominator. (Y3)**
- **Recognise, name, write and find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape set of objects or quantity. (Y3)**
- Counting up/down in hundredths, know that $\frac{1}{100}$ is the same as $\frac{1}{10}/10$.
- **Recognising and showing, using diagrams, families of common equivalent fractions.**
- Recognising and writing decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and any number of tenths and hundredths.
- Rounding decimals with one decimal place to the nearest whole number.
- Compare and order numbers with up to two decimal places.
- Solve problems that involve converting between different units of measure, including money and time to two decimal places.

Science

In Year 4, we will be developing the following skills:

- Setting up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and take accurate measurements using standard units.
- **Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.**
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

In the topic of Sound and Hearing, we will be learning:

- **How sounds are made, associating some of them with something vibrating.**
- **How vibrations reaching your ear drum are heard as sound.**
- How vibrations travel better through some materials than others.
- How vibrations travel faster through solids than gases.
- That vibrations from sounds travel through a medium to the ear.
- That sounds get fainter as the distance from the sound source increases.
- How to find patterns between the pitch of a sound and features of the object that produced it.

- How to find patterns between the volume of a sound and the strength of the vibrations that produced it.

Computing

In our topic of 'HTML' and 'Website Design', we will be learning the following skills:

- Learn about the markup language behind a webpage.
- Become familiar with HTML tags.
- Become familiar with changing HTML and CSS code to alter images.
- 'Remixing' a website's text and images to create a fake news story.
- Develop their research skills.
- Develop their word processing skills.
- Learn how web pages and web sites are created.
- Exploring how to change layouts, embed images and videos and link between pages.

Geography

Through our topics of France we will:

- Begin to understand scale and distance on a map, using and applying mathematical skills.
- **Describe key aspects of human geography including types of settlement and land use, economic activities and the distributions of some natural resources of the country studied.**
- Understand the geographical similarities and differences through the study of human and physical geography of a region in France.
- Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns.
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

History

Through our topic of 'France' we will learn about key events in the French Revolution.

- **Developing an appreciation that war is a historical constant and that they are often associated with religion, invasion and empire building.**
- Use artefacts from the past to help build an accurate picture of people's lives in history.
- Plot recent history on a timeline using centuries.
- Compare two versions of the same historical events from different points of view.

Art

We will look at various European artists and learn to:

- Look and discuss own work and that of other artists (Monet and Degas)
- Look at various artists creation of pattern and discuss their effects (Monet and Degas)
- Create mood in my painting. (Degas)
- **Experiment with different styles which artists have used.**
- **Organise line, tone, shape and colour to represent figures and forms in movement. (Degas)**
- Show facial expressions and body language in my drawings.

Design and Technology

We will learn about food technology linked to our theme of France, learning the following skills:

- Know what to do to be hygienic and safe.

- Thinking about what I can do to present my product in an interesting way.
- **Take other people's ideas into account when designing.**
- **Produce a plan and explain it to others.**
- Suggest some improvements and say what was good and not so good about my design.

Music

We will be rehearsing and performing the Easter production as well as continuing our knowledge of musical terms:

- Describing music using musical vocabulary: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.
- Performing a part within a simple group performance in simple time, 2,3, 4.
- **Performing from memory, confidently either as a soloist, or in a small group.**
- Begin to understand and use harmony in a piece of work

P.E.

Through gymnastics, the children will learn to:

- **Work with a partner to make a short sequence on the floor, mats and apparatus.**
- **Devise routines of stretching exercises that prepare gym work.**
- Make simple assessments of performance based on criteria given by the teacher.
- Refine sequences and other's work.
- Offer constructive ideas when working with a partner.

French

Through the units 'Le fetes' and 'Ou vas-tu?' we will:

- Read and understand a short text using familiar language
- **Understand messages and dialogue**
- Use a bilingual dictionary/ glossary to look up new words
- **Use phrases to give a personal response**
- Read independently

PSHE

We will hold a Circle Time or PSHE activity each week focusing on:

- Working on the attitudes and dispositions identified as being appropriate for Year Four pupils
- **Looking at safe relationships, specifically being asked to keep something confidential or secret**
- **Looking at respecting ourselves and others, specifically how personal behaviour can affect others and how self-respect can affect our thoughts and feelings about ourselves**
- Looking at the importance of friendships and what constitutes a healthy one
- Looking at managing hurtful behaviour, specifically the impact of bullying (online and offline) and strategies to respond to hurtful behaviour

An overview of some of the work being carried out in **Year 4** during the **Summer Term**:

R.E.

We will be studying the following topics:

New Life

- Exploring how good news brings life and happiness
- Reveal how the new life of the Easter message is spread through the power of the Holy Spirit.

Building Bridges

- Explore how bridges of friendship are built, broken and mended
- Reveal the importance of admitting wrong, and being reconciled with one another and with God, through the Sacrament of Reconciliation.

God's People

- Explore the lives of ordinary people who have done extraordinary things,
- Reveal how different saints show people what God is like.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 3 curriculum to be taught alongside Year 4 objectives.

English

In **Reading**, we will be focusing on the following skills:

- Identify the main idea of a text from more than one paragraph
- Summarise their understanding of the main idea of more than one paragraph
- Infer characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Predict what might happen from details implied
- Discuss words and phrases that capture their interest and imagination.

In **Writing** we will write for a range of purposes and genres:

- Recounts
- Non-chronological report
- Narrative
- Persuasive writing
- Balanced argument
- Poetry

We will be using the following skills:

- **Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.**
- **Consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.**
- **Maintain an accurate tense throughout a piece of writing.**
- Using exciting and interesting words which suit the text type to engage our reader.
- Regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition.
- Write a satisfying ending.
- Use fronted adverbials and adverbial phrases correctly in our writing.
- Use a variety of simple, compound and complex sentences effectively in their writing.
- Accurately punctuate subordinate clauses in complex sentences.
- **Proofread for spelling, punctuation and grammar errors.**
- **Confidently punctuate speech correctly, including commas and full stops where appropriate.**
- **Consistently use apostrophes for singular possession and contractions.**
- Regularly spell common homophones correctly.
- Use knowledge of word families to help with their spelling.
- Write consistently with neat, legible joined handwriting.

Mathematics

- **Measure, add and subtract mass (kg/g) / Compare mass (kg/g) (Y3)**
- **Measure the perimeter of simple 2-D shapes (Y3)**
- **Measure, add and subtract volume/capacity (l/ml) Compare volume/capacity (l/ml) (Y3)**

- **Draw 2D and make 3D shapes using modelling materials. (Y3)**
- **Recognise described 3D shapes in different orientations. (Y3)**
- **Find the area of straight-sided shapes by counting squares. Measure and calculate perimeters in centimetres and metres.**
- Identify and compare the sizes of acute and obtuse angles.
- Identify lines of symmetry in 2D shapes in different orientations. Complete drawings.
- Compare and classify geometric shapes, including quadrilaterals and triangles based on properties and sizes.
- Plot specified points and draw sides to complete a given polygon.
- Describe positions as coordinates in the first quadrant. Describe simple translation.
- Interpret and present discrete and continuous data in various ways, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- **Consolidate knowledge of the four operations and the different methods we can use.**

Science

Our topic is 'Living Things' which will focus specifically on African animals and their habitats. We will learn to:

- **Describe the functions of the basic parts of the digestive system in humans.**
- **Recognise that animals can be grouped in a variety of ways.**
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying predators, producers and prey.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Computing

Through our topics of 'Further Coding with Scratch' and 'Computational Thinking', we will be working on the following skills:

- Revisit the key features of Scratch.
- Understand the concept and execution of using 'variables' in code scripts.
- Understand and apply abstraction.
- Understand and apply algorithm design.
- Understand and apply decomposition.
- Understand and apply pattern recognition.
- Work on an independent programming challenge.

Geography

We will learn about the different types of landscapes in Africa. We will focus on the desert, the savannah, the rivers, the highlands, the forests and wetlands.

- **Use a globe and maps, recognising some OS symbols on maps to name geographical regions to identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns.**
- **Describe & understand key aspects of physical geography, including rivers and mountains.**
- Begin to understand scale and distance on a map, using and applying mathematical skills.
- Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.
- **Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle**

- Communicate geographical information in a variety of ways

History

We will learn about Ancient Egypt through the following skills:

- Place periods of history on a timeline showing periods of time.
- Develop an appreciation that war is a historical constant. I know that they are often associated with religion, invasion and empire building.
- Research the life of a child in history.
- **Know people in the past cooked, travelled and worshipped differently than we do.**
- **Appreciate that artefacts from the past are helping us build an accurate picture of people's lives in history.**
- **Compare two versions of the same historical events.**
- Give more than one reason to support a historical argument.
- **Explain that events from the past have helped shape our lives.**

Art

Through our topic of Africa, we will look at the work of artists and take inspiration from books and historical events through the following skills:

- Explain art from other periods of history.
- **Create an accurate print design.**
- **To print onto different materials.**
- **To create a print based on the work of a famous designer**
- Review what I and others have done and say what I think and feel about it.

Design and Technology

Through our topic of Africa, we will take inspiration from books and historical events, using the following skills:

- **Use earlier learnt skills (sewing using different stitches, sewing on detail, quilting etc) as part of a project.**
- Think about how to make my product strong.
- **Devise a template.**
- Use a range of advanced techniques to shape and mould.
- Use finishing techniques showing an aware of audience.
- **Tell if my finished product is going to be of good quality**
- **Evaluate my product thinking of both appearance and how it works**
- **Take time to consider how I could have made my idea better**

Music

We will be exploring 'Ancient Worlds' and 'Around the World', developing the following skills:

- **Choose our own symbols/notations to represent a composition and show sequences of pitches.**
- Recognise the importance of silence in music using rests.
- Identify the character of music and explore the relationship between sounds and timbre when listening to music.
- Identify and exploring how music reflects different intentions.
- **Name some music and composers from a variety of eras/cultures/styles.**
- **Identify instruments from orchestral families and timbres in relation to eras, cultures and styles.**

- **Maintain an individual part with an awareness of the need to achieve an overall effect.**
- Describe, compare and evaluate different kinds of music using appropriate musical vocabulary.

P.E.

We will be developing and refining the skills associated with fielding and striking and Athletics through the following skills:

- **Strike a ball with intent and throw it more accurately when bowling/fielding.**
- **Intercept and stop the ball with consistency and to sometimes catch it.**
- **Return the ball quickly and accurately.**
- **Choose and use batting or throwing skills to make a game harder for opponents.**
- **Choose where to stand successfully as a fielder.**
- **Work well as part of a team to make it harder for the batter.**
- Understand the demands that specific activities make on the body.
- Understand the importance of warming up.
- Describe what is successful in their own and others' play.
- Identify parts of a performance that needs improvement and suggest ways to achieve this.

French

Through the Units 'On Mange' and 'Le Cirque', we will:

- Show understanding of short passages made up from familiar language
- Understand messages and dialogue
- Identify and give a personal response on a passage
- **Have a short conversation saying 3 or more things**
- **Read independently**
- Read and understand a short text using familiar language
- Use a bilingual dictionary/ glossary to look up new words
- Write 2-3 sentences on a familiar topic

PSHE

We will hold a Circle Time or PSHE activity each week focusing on:

- **Working on the attitudes and dispositions identified as being appropriate for Year Four pupils**
- **Exploring Come and See's Journey in Love Topic, focusing on sex and relationship education at an appropriate level for Year 4**
- Transitioning to a new year group and discussing the challenges, worries and excitement this brings
- Looking at the British Values
- Looking at ways of carrying our shared responsibilities for protecting the environment
- Looking at the different groups that make up our community
- Looking at ways in which the internet can be used both positively and negatively
- Looking at setting goals to achieve personal outcomes.