# Rainforest heroes-Keeping us alive Y4

Wow Starter: Mantle of the Expert-using our knowledge and skills to save a rainforest creature.

o add and subtract multiples of 10, 100 and 1000

Count in 1s, 10s and 100s, across multiples of 100 and 1000 and compact decomposition to subtract 3-digit from 3-digit numbers d that multiplication is commutative and use it in mental calculations

Count in 7s and recall multiplication and division facts for the ×7 table Multiply 2- and 3-digit by 1-digit numbers using the ladder method Solve simple measure and money problems involving fractions and

Find fractions of amounts and relate to division and multiplication Understand unit and non-unit fractions with denominators ≤ 12

Begin to understand equivalence by placing fractions on a number line
Use equivalence to reduce fractions to their simplest form
Solve simple measure and money problems involving fractions

recognising that they are measured in degrees
Compare and classify acute and obtuse angles; order angles up to 180°
Draw horizontal, perpendicular and parallel lines of a given length
Identify line symmetry in 2D shapes presented in different orientations

Classify 2D shapes according to their properties: right angles, lines of symmetry,

Develop an understanding of equivalence in fractions; Identify the equivalent fraction for any given fraction

parallel and perpendicular lines Draw shapes with specified properties: a right angle, t

Recognise and begin to complete symmetrical 2D shapes
Complete a symmetric figure with a given line of symmetry
Use, explain and justify mathematical reasoning
Identify factors and multiples

Subtract 4-digit from 4-digit multiples of 1000 by counting up
Use number facts to add to the next multiple of 100 or 1000
Find change from £5, £10 and £20 by counting up
Count up to find change from £10, £50 and £100

and decimals up to 2 decimal places
Estimate and measure angles

Describe, predict and explain patterns

stimate, compare and calculate different measures, including money in pounds and

Use doubling and halving to multiply and divide by 4 and 8
Double and halve 3-digit numbers by partitioning
Use mental strategies to solve multiplications and divisions
including multiplying by 0 and 1, dividing by 1, multiplying together three numbers

Count on and back in 50s and 25s Count above 1000 in 1s, 10s and 100s

## Teacher: MrsPaulaCummings School: Cambo First School



#### MATHEMATICS AND COMPUTING

Number - number and place value LK52 m116 count in multiples of 6, 7, 9, 25 and 1000 m117 find 1000 more or less than a given number • m119 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and

m120 order and compare numbers beyond 1000 m122 round any number to the nearest 10, 100 or

• m123 solve number and practical problems that involve all of the above and with increasingly large positive numbers

Number - addition and subtraction LKS2 m125 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • m126 estimate and use inverse operations to check answers to a calculation

· m127 solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division LK52 m128 recall multiplication and division facts for multiplication tables up to  $12 \times 12$ 

m129 use place value, known and derived facts to multiply and divide mentally, including: multiplying by O and 1; dividing by 1; multiplying together three

m130 recognise and use factor pairs and commutativity in mental calculations • m131 multiply two-digit and three-digit numbers by a one-digit number using formal written layout • m132 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m

Number - fractions (including decimals) LKS2 · m133 recognise and show, using diagrams, families of common equivalent fractions

• m135 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

· m136 add and subtract fractions with the same

· m137 recognise and write decimal equivalents of any number of tenths or hundredths

· m139 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the

· m140 round decimals with one decimal place to the

Measurement LKS2

measures, including money in pounds and pence • m147 read, write and convert time between analogue and digital 12- and 24-hour clocks

· m150 identify acute and obtuse angles and compare and order angles up to two right angles by

· m151 identify lines of symmetry in 2-D shapes presented in different orientations

programs to control or simulate physical systems · co16 I am aware that programs follow a sequence from one instruction to the next · co18 I can make a program repeat a set of instructions (using FOR-NEXT) · co20 I can use a variety of inputs

· co24 I can use search technologies effectively · co25 I am aware that information from some sources may not be accurate

· co26 I understand that some sources are biased · co29 I know the rules for keeping safe on the · co30 I know what is acceptable content and

· m138 recognise and write decimal equivalents to 1/4, 1/2, 3/4

value of the digits in the answer as ones, tenths and

• m146 estimate, compare and calculate different

Geometry - properties of shapes LKS2

· co14 I can design, write and debug simple

(keyboards/keypads/switches) to enter data into a

internet and how to be a responsible internet user behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

What a rainforest is and where in the world they can be located climates, weather and the 4 different layers;
deforestation and its impacts on people and places;
about different plant and animal life that can be found in the rainforest and
about people that live in rainforests, comparisons will be drawn with the Uk in terms of climate,
landscape, plants, daily life.. Links will also be made in the literacy unit through

Safety Workshop

learning about

road safety,

safety with rail

transport,

fire safety

Safety

in the

home

with specific reference to bananas will also be covered. Ask geographical questions, for example, 'What is this landscape like?', 'What do I think about it?' To use appropriate geographical vocabulary, for example rainfall, climate, Tropic of Capricorn etc... To use atlases and globes, and maps and plans at a range of scales maps and plans at a range of scales, for example, using contents, keys, grids.

To use secondary sources of information, including aerial photographs, for example, stories, information texts, the internet, satellite images, photographs, videos and artefacts. To identify and describe what places are like, for example, in terms of warther is between

in terms of weather, jobs

Science topic-Animals including Humans

I can identify and name parts of the human digestive system.

I can explain the functions of the digestive system.

I can identify the types and functions of teeth.

C can ask scientific questions and choose a scientific enquiry to answer them.

I can make careful observations, appropriately record my results and use them to develop further investigations.

I can construct and interpret food chains

I can identify similarities and differences related to scientific ideas.

I can create an enquiry or test.

Visit to the

Theatre Royal

Baltic Arts Centre

Sculpture

Fiction-Christophe's Story
Story about a refugee from Rwanda (link to Rainforest
Writing a letter based on a model
Writing a personal story
Making predictions and inferences
Recalling and summarising ideas
Writing sentences with more than one clause
Identify and use conjunctions, adverbials and prepositi
Using apostrophes for possession
Planning, editing and evaluating writing

Poetry-Creating images
Discuss use of figurative language
Inference and prediction
Metanbor Revising personification Triptych

Triptych'
Haiku poetry
Identifying features of haiku
Reading poems by Grace Nichols and James Carter
Free verse poetry and performance poetry
Non-fiction-The Shang Dynasty
Reading for information and recording facts
Read for information
Practise skimming and scanning
Distinguish true and false statements to demonstrate understanding
Use contents, index, headings and sub-headings to locate information
Use paragraphs to organise ideas around a theme
Drafting and writing a non-chronological report. Evaluating and editing
Using evidence from a text

Henri Rousseau inspired art explore the painting by Henri Rousseau "Tiger in a Tropical Storm" and other jungle paintings

What colours does Rousseau use/ how does he work? Collect images of different jungle paintings by Rousseau. What do they think about the images. Record thoughts, feelings, opinions.

ICT link to explore creating a digital Henri Rousseau style picture http://www.nga.gov/kids/zone/jungle.htm
Use the website: http://www.ngv.vic.gov.au/orangerie/styles.html

Explore colour mixing to make greens and blues.

Use sketch book to collect different images of Creating a 3D image. Collect children's ideas for layering in art work.

Rainforest music. Compose music evocative of trees/forests. Music Gamelan music (Indonesian/ Bali) tuned percussion Glockenspiel/chime bars/ Charanga music programme-violin tution

Swimming Tuesday afternoon Yoga - Debbie McAllister Dance-Michelle Hankinson

Visit to synagogue

The Easter Story

Food theme objectives I can understand and join in with a story.

I can count items or use 'some' for amounts.

I can use definite articles le/la/ les to mean 'the'.

Gymnastics with Sam

I can describe what colour something is. I can identify

a size adjective.
I know the vocabulary I need to talk about food.
I can recognise and repeat key vocabulary in a story.
I can ask politely for something.
I can choose the correct article when talking about food. I can add words to be more exact about a colour.

I can begin to place adjectives correctly in a sentence. I can apply my learning to have short conversations. I can give a preference for or against things. I can say if I like

I can recognise that an adjective doesn't always have the same

I can make my preferences stronger. I can begin to spell adjectives based on grammar rules.

Justify our report on Tutankhamen Summarising ideas Justifying and hypothesising

Rainforest

heroes-Keepi

ng us alive

### UNDERSTANDING THE WORLD

Working scientifically LKS2 • sc32 asking relevant questions and using different

types of scientific enquiries to answer them • sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

• sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

sc39 identifying differences, similarities or changes related to simple scientific ideas and processes

Animals, including humans LKS2

• sc45 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

sc46 identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### Location knowledge LKS2

ge28 I can identify North and South America on a map or globe

ge29 I know the major cities in the countries I can identify ge30 I can talk about the environmental regions

and key human and physical characteristics of the

countries I can identify · ge32 I can talk about the human and physical characteristics of some of the geographical regions

• ge36 I understand latitude and can locate and name the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles

### Place knowledge LKS2

• ge38 I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

Human and physical geography LKS2 • ge39 I understand physical geography in relation to climate zones, biomes and vegetation belts

Geographical skills and fieldwork LKS2 • ge46 I can use a variety of paper-based and digital resources to locate and identify places and features around the world • ge47 I can read and understand eight points of a

• ge48 I can use four and six figure grid references • ge49 I understand keys and the symbols on an

### Core Skills across the Key Stage LK52

• hi18 I can place events, people and changes into correct periods of time (British, local and world

· hi51 I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it · hi55 I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives

## **OUTDOOR LEARNING**

Aspects of Animals including Humans topic Investigating heart rate, muscles, breathing Developing experiments outdoors Investigating how plants get food

Visit to Synagogue in Newcastle As part of our Judaism

#### LITERACY

#### Reading - word reading LKS2

• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they

#### Reading - comprehension LKS2

• e137 develop positive attitudes to reading and

understanding of what they read by: · e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

• e139 reading books that are structured in different ways and reading for a range of purposes • e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • e144 discussing words and phrases that capture the reader's interest and imagination • e149 drawing inferences such as inferring characters' feelings, thoughts and motives from

• e152 identifying how language, structure, and presentation contribute to meaning

their actions, and justifying inferences with

Writing - transcription - Spelling LKS2 • e155 use further prefixes and suffixes and understand how to add them (English Appendix 1) • e160 write from memory simple sentences. dictated by the teacher, that include words and

#### Writing - handwriting LKS2

punctuation taught so far.

· e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left

• e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch ].

#### Writing - composition LKS2

• e163 plan their writing by:

e171 evaluate and edit by:

· e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

· e165 discussing and recording ideas • e166 draft and write by:

• e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

• e172 assessing the effectiveness of their own and others' writing and suggesting improvements

• e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### Writing - vocabulary, grammar and punctuation

• e176 develop their understanding of the concepts set out in English Appendix 2 by:

· e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • e178 using the present perfect form of verbs in contrast to the past tense • e182 learning the grammar for years 3 and 4 in

English Appendix 2

e186 using and punctuating direct speech

### EXPRESSIVE ARTS AND DESIGN

· ad10 I can show in my sketch book how I have developed techniques and ideas · ad11 I can describe the range of materials I have

used since being in KS1 · ad13 I can show examples of painting with different kinds of paint · ad15 I can talk about some famous artists,

architects and designers from the past Design LKS2

· dt25 I can talk about my product and explain my design ideas and where they came from · dt27 I can communicate my ideas through annotated sketches

· dt31 I can use a computer design program

#### Make LK52

· dt32 I can select and use appropriate tools and techniques for my product

· mull I can sing in a group, or on my own, with expression, awareness of others and in tune • mu12 I can play instruments with accuracy and • mu14 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve

· mu20 I can identify music from different traditions

the effect I desire

### PHYSICAL EDUCATION

• pe4.1 I can explain how developing my skills separately has improved my performance in team

• pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them • pe7 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise

Swimming and water safety LKS2 • pe10 I can swim unaided in a recognised style over a distance of 25m • pe10.1 I can swim at least two strokes in a recognised style

### PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

· pa21 Begin to develop negotiating strategies.

pa23 Participate in making and changing rules.

• ph14 Follow simple, safe routines to reduce the spread of bacteria/viruses.

PSED Developing a healthy, safer lifestyle LKS2

#### Learning About Religion LKS2

## Rainforest heroes-Keeping us alive Y4 - Stage Coverage

#### UNDERSTANDING THE WORLD

#### Working scientifically LKS2

- sc32 asking relevant questions and using different types of scientific enquiries to answer them sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range o equipment, including thermometers and data loggers
- sc35 gathering, recording, classifying and presenting data in a variety of ways to help in
- answering questions sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- sc39 identifying differences, similarities or changes related to simple scientific ideas and processes

#### Animals, including humans LKS2

- sc45 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- sc46 identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### **Location knowledge LKS2**

- ge28 locate the world's countries, using maps to focus North and South America.
- ge29 locate the world's countries, using maps to focus on major cities
- ge30 locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- ge32 name and locate geographical regions and their identifying human and physical characteristics ge36 identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

#### Place knowledge LKS2

 ge38 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography LKS2

 ge39 physical geography, including: climate zones, biomes and vegetation belts

### Geographical skills and fieldwork LKS2

- ge46 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ge47 use the eight points of a compass • **ge48** use four and six-figure grid references ge49 symbols and key (including the use of

## Ordnance Survey maps)

- hi18 Pupils should continue to develop a chronologically secure knowledge and understanding
- of British, local and world history hi51 a local history study For example:

LKS2

• hi55 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:

#### MATHEMATICS AND COMPUTING

- Number number and place value LKS2
- m116 count in multiples of 6, 7, 9, 25 and 1000 • m117 find 1000 more or less than a given number • m119 recognise the place value of each digit in a
- four-digit number (thousands, hundreds, tens, and
- m120 order and compare numbers beyond 1000 m122 round any number to the nearest 10, 100 or
- m123 solve number and practical problems that involve all of the above and with increasingly large positive numbers

#### Number - addition and subtraction LKS2

- m125 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- answers to a calculation • m127 solve addition and subtraction two-step

m126 estimate and use inverse operations to check

problems in contexts, deciding which operations and methods to use and why.

#### Number - multiplication and division LKS2

- m128 recall multiplication and division facts for multiplication tables up to 12 × 12
- m129 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three
- m130 recognise and use factor pairs and
- commutativity in mental calculations • m131 multiply two-digit and three-digit numbers by
- a one-digit number using formal written layout m132 solve problems involving multiplying and
- adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

#### Number - fractions (including decimals) LKS2

- m133 recognise and show, using diagrams, families of common equivalent fractions
- m135 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- m136 add and subtract fractions with the same
- m137 recognise and write decimal equivalents of
- any number of tenths or hundredths • m138 recognise and write decimal equivalents to 1/4, 1/2, 3/4
- m139 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths m140 round decimals with one decimal place to the nearest whole number

#### Measurement LKS2

• m146 estimate, compare and calculate different measures, including money in pounds and pence m147 read, write and convert time between analogue and digital 12- and 24-hour clocks

#### Geometry - properties of shapes LKS2

- m150 identify acute and obtuse angles and compare and order angles up to two right angles by
- m151 identify lines of symmetry in 2-D shapes presented in different orientations

- co14 design, write and debug programs, controlling
- or simulating physical systems
- co16 use sequence in programs
- co18 use repetition in programs co20 use various forms of input
- co24 use search technologies effectively
- co25 be discerning in evaluating digital content
- co26 appreciate how results are selected and
- co29 use technology safely, respectfully and responsibly
- co30 recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

#### PHYSICAL EDUCATION

- LKS2 pe4.1 use running, jumping, throwing and catching
- pe5.1 play competitive games and apply basic principles suitable for attacking and defending pe7 perform dances using a range of movement

#### Swimming and water safety LKS2

- pe10 swim competently, confidently and proficiently over a distance of at least 25 metres
- pe10.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke

## LKS2

- ad10 to create sketch books to record their observations and use them to review and revisit ideas
- ad11 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint clay)

**EXPRESSIVE ARTS AND DESIGN** 

- ad13 to improve their mastery of art and design techniques, including painting with a range of materials
- ad15 about great artists, architects and designers in history.

#### Design LKS2

- dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- dt27 generate, develop, model and communicate their ideas through discussion and annotated
- dt31 generate, develop, model and communicate their ideas through computer-aided design

#### Make LKS2

· dt32 select from and use a wider range of tools and equipment to perform practical tasks

- mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- mu12 play musical instruments with increasing accuracy
- mu14 improvise and compose music for a range of
- · mu20 understand music drawn from different traditions

#### Reading - word reading LKS2

 e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

LITERACY

#### Reading - comprehension LKS2

- e137 develop positive attitudes to reading and understanding of what they read by:
- e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e139 reading books that are structured in different ways and reading for a range of purposes
- e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- e144 discussing words and phrases that capture the reader's interest and imagination
- e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence e152 identifying how language, structure, and presentation contribute to meaning

#### Writing - transcription - Spelling LKS2

- e155 use further prefixes and suffixes and
- understand how to add them (English Appendix 1) • e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### Writing - handwriting LKS2

- e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### Writing - composition LKS2

- e163 plan their writing by:
- e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- e165 discussing and recording ideas
- e166 draft and write by:
- e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- e171 evaluate and edit by:
- e172 assessing the effectiveness of their own and
- others' writing and suggesting improvements • e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning

## Writing - vocabulary, grammar and punctuation

- e176 develop their understanding of the concepts set out in English Appendix 2 by:
- e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- contrast to the past tense • e182 learning the grammar for years 3 and 4 in

• e178 using the present perfect form of verbs in

e186 using and punctuating direct speech

English Appendix 2

- fl1 listen attentively to spoken language and show
- understanding by joining in and responding fl2 explore the patterns and sounds of language
- through songs and rhymes • fl3 engage in conversations; ask and answer
- questions fl3.2 engage in conversations and seek clarification
- and help • fl5 develop accurate pronunciation and intonation so that others understand when they are reading
- aloud or using familiar words and phrases • fl12 understand basic grammar appropriate to the language being studied, including (where relevant):
- feminine, masculine and neuter forms sl13 listen and respond appropriately to adults and their peers
- sl14 ask relevant questions to extend their understanding and knowledge
- sl15 use relevant strategies to build their

imagining and exploring ideas

- sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- sl19 use spoken language to develop understanding through speculating, hypothesising,
- sl20 speak audibly and fluently with an increasing command of Standard English

## **COMMUNICATION AND LANGUAGE**

- pa21 Begin to develop negotiating strategies.
- pa23 Participate in making and changing rules.

**PSED & RELIGIOUS EDUCATION** 

PSED Preparing to play an active role as citizens

- PSED Developing confidence and responsibility and making the most of their abilities LKS2 • pc25 Be able to talk about their views on issues
- that effect themselves and their class. pc27 Be able to face new challenges positively and know when to seek help.
  - PSED Developing a healthy, safer lifestyle LKS2 • ph14 Follow simple, safe routines to reduce the spread of bacteria/viruses.

#### Learning About Religion LKS2

religions.

 ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. ra21 Identify and begin to describe the similarities in

