Wow Starter: Peter Brown - Music of the Egyptians Evidence through pictures

Use place value to add and sub 10, 100 and 1000 to and from

Count in decimal steps of 0.1 (tenths)

1/8s, 1/10s Using Tinkercad to design 3D objects Ozobots and Scratch game design

I want my

Mummy

Year 4

10. 100 and 1000 to and from
4-digit numbers
Order and compare 5-digit numbers and say a number be
Use place value to add and subtract multiples of 10, 100,
5-digit numbers

Locate negative numbers on a number line and relate to tempera Find numbers more or less than a given negative number and relate Use, explain and justify mathematical reasoning Match 1-place decimals to 1/10s

Multiply 2- and 3-digit by 1-digit numbers
Divide 2- and 3-digit by 1-digit numbers using a written method
Estimate, compare and calculate different measures,

Match 1-place decimals to 1/10s
Divide integers by 10, 100 and 1000 to get 1-place decimal answers
Match 2-place decimals to 1/100s, using a place value grid
Multiply and divide numbers by 10 and 100 to give 1- or 2-place decimal answers
Understand tenths (1/10s) as fractions and place them on a line

Count in decimal steps of 0.1 (tenths)

Locate and write 2- place decimals on a number line using length as a context

Use place value to add and subtract 0.1 and 0.01 to and from decimal numbers

Round 1- and 2-place decimals up and down to the nearest whole number

Recall multiplication and division facts for the ×11 and ×12 tables

Double and halve 3-digit numbers by partitioning

Multiply multiples and near multiples of 10 and 100 by 1-digit numbers

Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders)

Solve number and practical problems with increasingly large positive numbers Solve simple measure and money problems involving fractions and decimals up to 2

including money in pounds and pence
Calculate and compare areas and perimeters of squares and rectangles using standard

units
Compare and classify triangles, according to their properties
Compare and classify quadrilaterals according to their properties
Recognise and identify 3D shapes, including cones, spheres, pyramids, triangular

prisms, cubes, and cuboids
Identify 2D shapes on the faces of 3D shapes, e.g. circle on a cone and triangle on a

Sort and categorise 3D shapes according to the number of faces, vertices and edges

French-Going Shopping theme Learning vocabulary and phrases to buy fruit, vegetables and

Taking part in Poetry performances-see Literacy Taking part in school summer performance

Poetry-Sea Timeless Song (Grace Nichols)
Read and understand the language of a poem, Prepare a group choral reading
First Spring (Grace Nichols)

Read and understand the language of a poem, Write another stanza using

Comparing poems by Grace Nichols, Write additional stanzas for poems What Can You Do With a Football? (James Carter)

Syllabic poems, Extend awareness of syllabic poems Garden Shed (James Carter), Read and understand the language of a poem

Read and understand the language of a poem, Rewrite the poem in a

Writing a biography and a diary entry around the moon landings Developing use of pronouns and fronted adverbials Fiction Sounds Spooky

Read and compare descriptive poems
Draft, edit and rewrite a poem following a model
Spelling-Learning Year 3 and 4 exception words

Writing Spooky podcasts. A story in three chapters

Following Oxford Owl Spelling Programme
Non-fiction unit

Wanted: Space Explorer

Holidays and Hobbies theme-Learning vocabulary and phrases to talk about the seasons, weather and hobbies with a focus on sports

Solve problems involving harder fractions to calculate and divide quantities Know fraction complements to 1 (fractions with denominators ≤12) Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s,

Final Event: Egyptian Sleepover!
That History Bloke





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.

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.

• pc26 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.

PSED Developing good relationships and

respecting the differences between people LKS2 • pr25 Understand that their actions affect themselves and others.

• pr26 Able to empathise with another viewpoint.

UNDERSTANDING THE WORLD

Working scientifically LKS2

• sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods. processes and skills through the teaching of the programme of study content:

· sc32 asking relevant questions and using different types of scientific enquiries to answer them • sc33 setting up simple practical enquiries, comparative and fair tests

• 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

 sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions sc40 using straightforward scientific evidence to answer questions or to support their findings.

Plants LK52

• sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

• sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to

sc43 investigate the way in which water is transported within plants

sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Core Skills across the Key Stage LKS2

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

· hi19 I can describe key features and events in the periods and societies I have studied

• hi20 I can recognise similarities and differences between periods of time · hi22 I can ask and answer questions about change

and cause and effect · hi24 I can draw informed conclusions by using a

range of research skills · hi25 I can produce structured work from an

appropriate range of resources relevant to the focus of enquiry · hi26 can use sources of information, including ICT.

to find out about events, people and changes in the · hi27 I understand that the same event in the past

can be interpreted or represented differently by different people

· hi28 I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied

· hi60 I can locate and describe the earliest civilisations whilst being aware that sources of evidence from those times can be interpreted in different ways

· hi61 I know about the way of life and beliefs of a particular ancient civilisation and can compare and contrast its main features with societies or other periods I have studied, including my own

PHYSICAL EDUCATION

• pe4 I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer

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

• pe5 I can play competitive net, striking, fielding and invasion games

• pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them • **pe6** I can identify the techniques I need to practice to improve my strength and performance in athletic activities • pe9.1 I can show you how I have improved in different activities over time

PSED Focus on Transition School Council voting -participating in making and changing rules Talking about issues that effect us as a school and class Completing Judaism topic by looking at celebrations ame the different parts of flowering and what their function is set up an investigation to find out what plants need can investigate how water is transported in plants

explain its role in pollination and fertilisation can understand and order the life stages of a flowering plant can record my observations Ancient Egypt
Who were the Ancient Egyptians? Using artefacts to uncover clues Looking at how evidence can give us different answers What was important to the Ancient Egyptians? Understanding mummification-How to make a mummy! Writing in hieroglyphs Egyptian Gods Crimewatch Ancient Egypt!!

Can we return the raided tomb items to their rightful owners?

can name the different parts of a flower and

Basketball

Plants

STEM

Project

Tennis

Make a papyrus scroll and write on using hieroglyphs
Designing jewellery gold bands for wrists (using recycling)
Designing own Egyptian God or Goddess
Death masks and faces. Drawing faces in pen, pencil and charcoal Observing and drawing plants and flowers in different mediums Painting and 3D art for Cambo fete Music with Kathy-singing and recorder Peripatetic instruments Music with Mrs Hedley-violins, singing, listening to different types of music, notation, composing

Using Tinkercad to make 3D designs to create a keyring 3D design to make an Egyptian burial chamber

Bee mini project Support Summer Performance and linked to Science topic of

The Bee Musical Summer Performance

OUTDOOR LEARNING

Discovering plants in our school environment. What sort of plants grow on the field, in the wood or around the pond? How many can we identify? Photographing chosen plants across a few weeks to observe their life cycle.

Completing

our

Arts Award

evidence

That History Bloke for sleepover and Egyptian activities!

MATHEMATICS AND COMPUTING

• m116 count in multiples of 6, 7, 9, 25 and 1000 · m117 find 1000 more or less than a given number • m118 count backwards through zero to include

· m119 recognise the place value of each digit in a

· m122 round any number to the nearest 10, 100 or

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

· 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 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) LK52 of common equivalent fractions

· m134 count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Number - number and place value LK52

four-digit number (thousands, hundreds, tens, and • m120 order and compare numbers beyond 1000

Number - addition and subtraction LKS2

methods to use and why.

Number - multiplication and division LKS2

m133 recognise and show, using diagrams, families

· 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 · m142 solve simple measure and money problems

involving fractions and decimals to two decimal

Measurement LKS2

• m144 measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres

· m147 read, write and convert time between analogue and digital 12- and 24-hour clocks · m148 solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry - properties of shapes LKS2 · m149 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Geometry - position and direction LKS2

• m154 describe movements between positions as translations of a given unit to the left/right and up/down

Statistics LKS2

· m156 interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs · m157 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

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

· e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

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 · e145 recognising some different forms of poetry [for example, free verse, narrative poetry] • e146 understand what they read, in books they

can read independently, by: · e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

• e148 asking questions to improve their understanding of a text • e149 drawing inferences such as inferring

characters' feelings, thoughts and motives from their actions, and justifying inferences with

• e150 predicting what might happen from details

is clear.

• e176 develop their understanding of the concepts

• 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) • e168 organising paragraphs around a theme

• e170 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

• e171 evaluate and edit by:

accurate use of pronouns in sentences

• e172 assessing the effectiveness of their own and others' writing and suggesting improvements • e173 proposing changes to grammar and vocabulary to improve consistency, including the

• 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

• e174 proof-read for spelling and punctuation

- vocabulary, grammar and punctuation

negative numbers

UNDERSTANDING THE WORLD

Working scientifically LKS2

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• sc32 asking relevant questions and using different types of scientific enquiries to answer them • sc33 setting up simple practical enquiries, comparative and fair tests

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• sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • sc40 using straightforward scientific evidence to answer questions or to support their findings

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 sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant sc43 investigate the way in which water is transported within plants

sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

• hi18 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history

 hi19 Pupils should continue to establish clear narratives within and across the periods they study. hi20 They should note connections, contrasts and trends over time

 hi22 They should regularly address and sometimes devise historically valid questions about change and

hi24 They should construct informed responses that

• hi25 They should construct informed responses that involve organisation of relevant historical information. hi26 They should understand how our knowledge of the past is constructed from a range of sources

 hi27 They should understand that different versions of past events may exist

 hi28 They should understand that different versions of past events may exist, giving some reasons for

 hi60 the achievements of the earliest civilizations an overview of where and when the first civilizations appeared

 hi61 a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang **Dynasty of Ancient China**

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 m118 count backwards through zero to include

• 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

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 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

• m134 count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

• 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 • m142 solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement LKS2

• m144 measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

 m147 read, write and convert time between analogue and digital 12- and 24-hour clocks • m148 solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry - properties of shapes LKS2

 m149 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Geometry - position and direction LKS2

 m154 describe movements between positions as translations of a given unit to the left/right and up/down

Statistics LKS2

 m156 interpret and present discrete and continuous data using appropriate graphical methods, including

PHYSICAL EDUCATION

LKS2 pe4 use running, jumping, throwing and catching in

pe4.1 use running, jumping, throwing and catching in combination

pe5 play competitive games, modified where appropriate

• **pe5.1** play competitive games and apply basic principles suitable for attacking and defending • **pe6** develop flexibility, strength, technique, control and balance, for example through athletics

pe9.1 demonstrate improvement

EXPRESSIVE ARTS AND DESIGN

LKS2

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

 dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups

 dt27 generate, develop, model and communicate their ideas through discussion and annotated sketches

• dt28 generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams

• dt29 generate, develop, model and communicate their ideas through prototypes

 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

• dt33 use a wider range of tools and equipment to perform practical tasks accurately

 dt34 use a wider range of tools and equipment to perform practical tasks, such as joining accurately dt35 select from and use a wider range of tools and equipment to perform practical tasks, such as

Evaluate LKS2

finishing, accurately

dt38 investigate a range of existing products

dt39 analyse a range of existing products

 dt40 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

 dt42 understand how key individuals in design and technology have helped shape the world

Technical knowledge LKS2

 dt47 understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

Cooking and nutrition LKS2

 dt49 understand and apply the principles of a healthy and varied diet

 dt50 prepare and cook a variety of predominantly savoury dishes

• dt51 cook using a range of cooking techniques dt52 understand seasonality

dt53 know where and how a variety of ingredients are grown and/or caught

 mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

 mu12 play musical instruments with increasing accuracy

 mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression

 mu14 improvise and compose music for a range of purposes

 mu15 improvise and compose music using the inter-related dimensions of music

 mu16 listen with attention to detail and recall sounds with increasing aural memory

 mu17 understand staff and other musical notations mu19 appreciate a wide range of high-quality live

and recorded music mu20 understand music drawn from different traditions

mu21 appreciate some great composers and musicians

Reading - word reading LKS2 e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as

to understand the meaning of new words they meet • e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

listed in English Appendix 1, both to read aloud and

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

• e145 recognising some different forms of poetry [for example, free verse, narrative poetry]

• e146 understand what they read, in books they can read independently, by:

 e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

• e148 asking questions to improve their understanding of a text

• e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

 e150 predicting what might happen from details stated and implied e152 identifying how language, structure, and

presentation contribute to meaning • e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others

Writing - transcription - Spelling LKS2

• e155 use further prefixes and suffixes and

understand how to add them (English Appendix 1)

 e156 spell further homophones e157 spell words that are often misspelt (English

Appendix 1) • e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example,

children's] • e159 use the first two or three letters of a word to check its spelling in a dictionary

• e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation

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

• 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)

• e168 organising paragraphs around a theme • e170 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

• e171 evaluate and edit by: • e172 assessing the effectiveness of their own and **COMMUNICATION AND LANGUAGE**

• 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

 fl2.1 link the spelling, sound and meaning of words fl3 engage in conversations; ask and answer

fl3.2 engage in conversations and seek clarification

 fl4 peak in sentences, using familiar vocabulary, phrases and basic language structures

• fl5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

• fl6 present ideas and information orally to a range of audiences

 fl7 read carefully and show understanding of words. phrases and simple writing • fl10 write phrases from memory, and adapt these to

create new sentences, to express ideas clearly • fl11 describe people, places, things and actions

 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

orallyand in writing

listener(s)

effective communication.

vocabulary sl16 articulate and justify answers, arguments and

• 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,

imagining and exploring ideas • sl20 speak audibly and fluently with an increasing command of Standard English

 sl21 participate in discussions, presentations, performances, role play, improvisations and debates • sl22 gain, maintain and monitor the interest of the

 sl23 consider and evaluate different viewpoints, attending to and building on the contributions of

• sl24 select and use appropriate registers for

PSED Preparing to play an active role as citizens

PSED & RELIGIOUS EDUCATION

pa21 Begin to develop negotiating strategies.

pa23 Participate in making and changing rules.

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. pc26 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.

PSED Developing good relationships and respecting the differences between people LKS2 pr25 Understand that their actions affect themselves and others.

pr26 Able to empathise with another viewpoint.

