



# The Creative Learning Journey

## I want my Mummy! Year 4

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

Final Event: Egyptian Sleepover!  
That History Bloke



Teacher: mrspaulacummings  
School: Cambo First School

### PSED & RELIGIOUS EDUCATION

#### PSED Preparing to play an active role as citizens LKS2

- **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 affect 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 LKS2

- **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 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.

#### Core Skills across the Key Stage LKS2

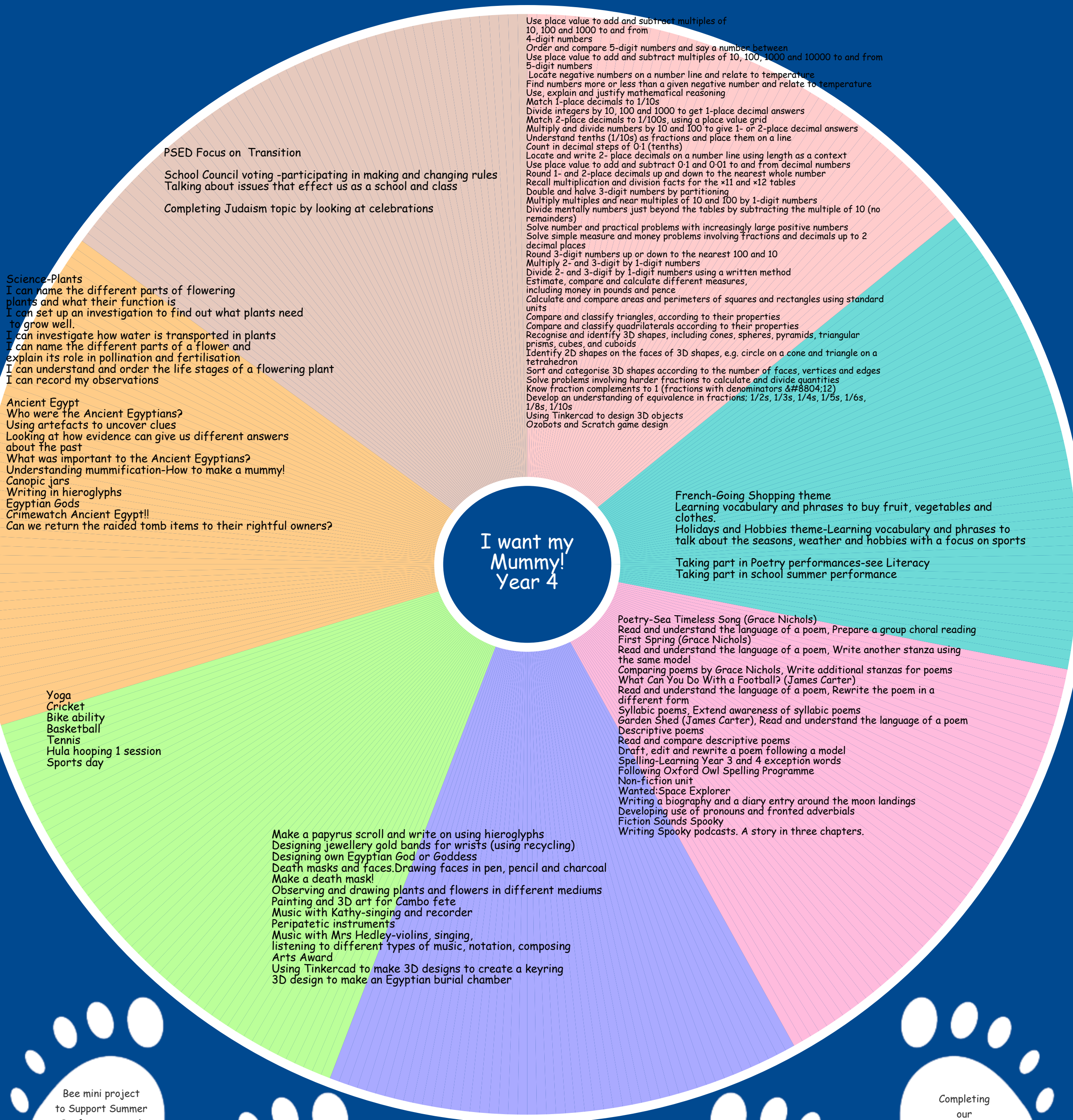
- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi22** I 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 past
- **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

#### LKS2

- **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 games
- **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



### 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 negative numbers
- **m119** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- **m120** order and compare numbers beyond 1000
- **m122** round any number to the nearest 10, 100 or 1000

#### 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 x 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 numbers
- **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 denominator
- **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 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 meet
- **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 evidence
- **e150** predicting what might happen from details stated and implied

- **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 others' writing and suggesting improvements
- **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **e174** proof-read for spelling and punctuation errors
- **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 LKS2

- **e176** develop their understanding of the concepts

### OUTDOOR LEARNING

- Plants
  - 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.

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

The Bee Musical Summer Performance

That History Bloke for sleepover and Egyptian activities!

Completing our Arts Award evidence



# I want my Mummy! Year 4 - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p><b>Working scientifically</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>sc31</b> 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:</li><li>• <b>sc32</b> asking relevant questions and using different types of scientific enquiries to answer them</li><li>• <b>sc33</b> setting up simple practical enquiries, comparative and fair tests</li><li>• <b>sc34</b> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>• <b>sc35</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• <b>sc36</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• <b>sc38</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• <b>sc40</b> using straightforward scientific evidence to answer questions or to support their findings.</li></ul>	<p><b>Number - number and place value</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m116</b> count in multiples of 6, 7, 9, 25 and 1000</li><li>• <b>m117</b> find 1000 more or less than a given number</li><li>• <b>m118</b> count backwards through zero to include negative numbers</li><li>• <b>m119</b> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li><li>• <b>m120</b> order and compare numbers beyond 1000</li><li>• <b>m122</b> round any number to the nearest 10, 100 or 1000</li></ul> <p><b>Number - addition and subtraction</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m125</b> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>• <b>m126</b> estimate and use inverse operations to check answers to a calculation</li><li>• <b>m127</b> solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li></ul> <p><b>Number - multiplication and division</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m128</b> recall multiplication and division facts for multiplication tables up to 12 × 12</li><li>• <b>m129</b> use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li><li>• <b>m130</b> recognise and use factor pairs and commutativity in mental calculations</li><li>• <b>m131</b> multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li><li>• <b>m132</b> 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.</li></ul> <p><b>Number - fractions (including decimals)</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m133</b> recognise and show, using diagrams, families of common equivalent fractions</li><li>• <b>m134</b> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li><li>• <b>m135</b> 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</li><li>• <b>m136</b> add and subtract fractions with the same denominator</li><li>• <b>m137</b> recognise and write decimal equivalents of any number of tenths or hundredths</li><li>• <b>m138</b> recognise and write decimal equivalents to 1/4, 1/2, 3/4</li><li>• <b>m139</b> 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</li><li>• <b>m140</b> round decimals with one decimal place to the nearest whole number</li><li>• <b>m142</b> solve simple measure and money problems involving fractions and decimals to two decimal places.</li></ul> <p><b>Measurement</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m144</b> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li><li>• <b>m147</b> read, write and convert time between analogue and digital 12- and 24-hour clocks</li><li>• <b>m148</b> solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li></ul> <p><b>Geometry - properties of shapes</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m149</b> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li></ul> <p><b>Geometry - position and direction</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m154</b> describe movements between positions as translations of a given unit to the left/right and up/down</li></ul> <p><b>Statistics</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m156</b> interpret and present discrete and continuous data using appropriate graphical methods, including</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pe4</b> use running, jumping, throwing and catching in isolation</li><li>• <b>pe4.1</b> use running, jumping, throwing and catching in combination</li><li>• <b>pe5</b> play competitive games, modified where appropriate</li><li>• <b>pe5.1</b> play competitive games and apply basic principles suitable for attacking and defending</li><li>• <b>pe6</b> develop flexibility, strength, technique, control and balance, for example through athletics</li><li>• <b>pe9.1</b> demonstrate improvement</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ad13</b> to improve their mastery of art and design techniques, including painting with a range of materials</li><li>• <b>ad15</b> about great artists, architects and designers in history.</li></ul> <p><b>Design</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt25</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li><li>• <b>dt26</b> use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups</li><li>• <b>dt27</b> generate, develop, model and communicate their ideas through discussion and annotated sketches</li><li>• <b>dt28</b> generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams</li><li>• <b>dt29</b> generate, develop, model and communicate their ideas through prototypes</li><li>• <b>dt31</b> generate, develop, model and communicate their ideas through computer-aided design</li></ul> <p><b>Make</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt32</b> select from and use a wider range of tools and equipment to perform practical tasks</li><li>• <b>dt33</b> use a wider range of tools and equipment to perform practical tasks accurately</li><li>• <b>dt34</b> use a wider range of tools and equipment to perform practical tasks, such as joining accurately</li><li>• <b>dt35</b> select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately</li></ul> <p><b>Evaluate</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt38</b> investigate a range of existing products</li><li>• <b>dt39</b> analyse a range of existing products</li><li>• <b>dt40</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>• <b>dt42</b> understand how key individuals in design and technology have helped shape the world</li></ul> <p><b>Technical knowledge</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt47</b> understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors</li></ul> <p><b>Cooking and nutrition</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt49</b> understand and apply the principles of a healthy and varied diet</li><li>• <b>dt50</b> prepare and cook a variety of predominantly savoury dishes</li><li>• <b>dt51</b> cook using a range of cooking techniques</li><li>• <b>dt52</b> understand seasonality</li><li>• <b>dt53</b> know where and how a variety of ingredients are grown and/or caught</li></ul> <p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>mu11</b> perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li><li>• <b>mu12</b> play musical instruments with increasing accuracy</li><li>• <b>mu13</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression</li><li>• <b>mu14</b> improvise and compose music for a range of purposes</li><li>• <b>mu15</b> improvise and compose music using the inter-related dimensions of music</li><li>• <b>mu16</b> listen with attention to detail and recall sounds with increasing aural memory</li><li>• <b>mu17</b> understand staff and other musical notations</li><li>• <b>mu19</b> appreciate a wide range of high-quality live and recorded music</li><li>• <b>mu20</b> understand music drawn from different traditions</li><li>• <b>mu21</b> appreciate some great composers and musicians</li></ul>	<p><b>Reading - word reading</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e135</b> 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</li><li>• <b>e136</b> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p><b>Reading - comprehension</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e137</b> develop positive attitudes to reading and understanding of what they read by:</li><li>• <b>e138</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• <b>e139</b> reading books that are structured in different ways and reading for a range of purposes</li><li>• <b>e143</b> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• <b>e144</b> discussing words and phrases that capture the reader's interest and imagination</li><li>• <b>e145</b> recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>• <b>e146</b> understand what they read, in books they can read independently, by:</li><li>• <b>e147</b> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• <b>e148</b> asking questions to improve their understanding of a text</li><li>• <b>e149</b> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• <b>e150</b> predicting what might happen from details stated and implied</li><li>• <b>e152</b> identifying how language, structure, and presentation contribute to meaning</li><li>• <b>e154</b> 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 say.</li></ul> <p><b>Writing - transcription - Spelling</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e155</b> use further prefixes and suffixes and understand how to add them (English Appendix 1)</li><li>• <b>e156</b> spell further homophones</li><li>• <b>e157</b> spell words that are often misspelt (English Appendix 1)</li><li>• <b>e158</b> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• <b>e159</b> use the first two or three letters of a word to check its spelling in a dictionary</li><li>• <b>e160</b> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul> <p><b>Writing - handwriting</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e161</b> 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</li><li>• <b>e162</b> 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].</li></ul> <p><b>Writing - composition</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e163</b> plan their writing by:</li><li>• <b>e164</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• <b>e165</b> discussing and recording ideas</li><li>• <b>e166</b> draft and write by:</li><li>• <b>e167</b> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li><li>• <b>e168</b> organising paragraphs around a theme</li><li>• <b>e170</b> in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li><li>• <b>e171</b> evaluate and edit by:</li><li>• <b>e172</b> assessing the effectiveness of their own and</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>fl1</b> listen attentively to spoken language and show understanding by joining in and responding</li><li>• <b>fl2</b> explore the patterns and sounds of language through songs and rhymes</li><li>• <b>fl2.1</b> link the spelling, sound and meaning of words</li><li>• <b>fl3</b> engage in conversations; ask and answer questions</li><li>• <b>fl3.2</b> engage in conversations and seek clarification and help</li><li>• <b>fl4</b> peak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• <b>fl5</b> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• <b>fl6</b> present ideas and information orally to a range of audiences</li><li>• <b>fl7</b> read carefully and show understanding of words, phrases and simple writing</li><li>• <b>fl10</b> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• <b>fl11</b> describe people, places, things and actions orallyand in writing</li><li>• <b>sl13</b> listen and respond appropriately to adults and their peers</li><li>• <b>sl14</b> ask relevant questions to extend their understanding and knowledge</li><li>• <b>sl15</b> use relevant strategies to build their vocabulary</li><li>• <b>sl16</b> articulate and justify answers, arguments and opinions</li><li>• <b>sl18</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• <b>sl19</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• <b>sl20</b> speak audibly and fluently with an increasing command of Standard English</li><li>• <b>sl21</b> participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• <b>sl22</b> gain, maintain and monitor the interest of the listener(s)</li><li>• <b>sl23</b> consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• <b>sl24</b> select and use appropriate registers for effective communication.</li></ul>	<p><b>PSED Preparing to play an active role as citizens</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pa21</b> Begin to develop negotiating strategies.</li><li>• <b>pa23</b> Participate in making and changing rules.</li></ul> <p><b>PSED Developing confidence and responsibility and making the most of their abilities</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pc25</b> Be able to talk about their views on issues that effect themselves and their class.</li><li>• <b>pc26</b> Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.</li></ul> <p><b>PSED Developing good relationships and respecting the differences between people</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pr25</b> Understand that their actions affect themselves and others.</li><li>• <b>pr26</b> Able to empathise with another viewpoint.</li></ul>

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