

BWJPS  
Year 4 Long Term Plan 2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Writing</b></p> <p>Expectation to: Plan, draft, edit, redraft &amp; publish</p>	<p>3 Billy Goats (Twinkl) - E</p> <p>Poetry</p> <p>Persuasive advert - P</p>	<p>Diary entry – Varjak – E</p> <p>Play script/ ending – E</p> <p>Newspaper report – romans - I</p>	<p>Poetry</p> <p>Character description – E</p> <p>Debate - P</p>	<p>Royals – biography - I</p> <p>Adventure story – E</p> <p>Character monologue - E</p>	<p>Story Openings - picture – E</p> <p>Manchester – I</p> <p>Fantasy - E</p>	<p>Persuasive letter – P - Benin artefacts</p> <p>Story from different perspective – E - video clip</p> <p>Poetry</p>
<p><b>Reading</b></p>	<p>Varjak Paw</p> <p>Tony Robinson - Romans</p> <p>Varied Information Texts (Romans)</p> <p>Whole Class Guided Reading – VIPERS</p>	<p>Kensuke’s Kingdom</p> <p>World book day – Thursday 5<sup>th</sup> March</p> <p>Horrible Histories – Riotous Royalty</p> <p>Whole Class Guided Reading - VIPERS</p>	<p>The Firework Maker’s Daughter</p> <p>Whole Class Guided Reading – VIPERS</p>			
<p><b>Spelling, punctuation &amp; grammar (SPAG)</b></p>	<p>Consolidation of Year 3</p> <p>Inverted commas to record direct speech</p> <p>Using possessive apostrophe with plural nouns</p> <p>Year 3 &amp; 4 word list &amp; associated spellings</p> <p>Use of Pronouns</p> <p>Conjunctions</p> <p>Compound Sentences</p> <p>Paragraphs</p>	<p>Year 3 &amp; 4 word list &amp; associated spellings</p> <p>Main &amp; Subordinate Clauses</p> <p>Grammatical Difference – Possessive &amp; Plural Pronouns</p> <p>Apostrophes</p> <p>Embedded Clauses</p> <p>Sentence Types – Expanded ‘ing’ Starters</p> <p>Synonyms &amp; Antonyms</p> <p>Suffix/ Prefix</p>	<p>Year 3 &amp; 4 word list &amp; associated spellings</p> <p>Differences between past and present perfect tense</p> <p>Verb Inflections</p> <p>Modal Verbs</p> <p>Word Families</p> <p>Sentence Types – Start with Simile</p> <p>Commas for Clauses</p> <p>Punctuating Dialogue</p>			

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	<p>Prepositions</p> <p>Long and Short Sentences</p> <p>Sentence Types – ‘ed’ Starters</p> <p>Punctuating Dialogue</p> <p>Similes &amp; Metaphors</p> <p>Fronted Adverbials</p> <p>Imperative Verbs</p>	<p>Expanded Noun Phrases</p> <p>Repetition to Persuade</p> <p>Comparative &amp; Superlative Adjectives</p> <p>Proper Nouns</p>	<p>Word Classes</p> <p>Determiners</p> <p>Colons</p> <p>Apostrophes</p> <p>Recap of Year 4</p>
<p><b>Maths</b></p>	<p><u>White Rose Maths – Autumn term</u></p> <p>Number, place value &amp; rounding in 4 digit numbers.</p> <p>Addition &amp; subtraction with up to 4 digits.</p> <p>Multiplication &amp; division up to 12 x 12</p> <p>Multiply 2 &amp; 3 digits by 1 digit numbers.</p> <p>Multiply &amp; divide mentally.</p> <p>Measure and calculate perimeter of a rectilinear figure</p> <p>To convert between different units of measure.</p>	<p><u>White Rose Maths – Spring term</u></p> <p>Written multiplication and division</p> <p>Multiply &amp; divide mentally.</p> <p>Multiplication &amp; division up to 12 x 12</p> <p>Find the area of a rectilinear shape.</p> <p>Count up &amp; down in hundredths.</p> <p>Add &amp; subtract fractions</p> <p>Decimal equivalents of tenths and hundredths</p> <p>Convert between different units of measure.</p>	<p><u>White Rose Maths – Summer term</u></p> <p>Order, compare and round decimals.</p> <p>Find equivalent fraction and decimals.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Convert between different units of measure.</p> <p>Read, write and convert time between analogue and digital 12- and 24- hour clocks.</p> <p>Interpret and present data using charts and tables.</p> <p>Geometry – properties of shapes including angles and lines of symmetry</p> <p>Geometry – position and direction; co-ordinates and translations</p>

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Science	Animals, inc. humans	States of Matter	Sound	Living Things	Electricity	Scientists & Inventors
	<ul style="list-style-type: none"> <li>• Can they identify and name the basic parts of the digestive system in humans?</li> <li>• Can they describe the simple functions of the basic parts of the digestive system in humans?</li> <li>• Can they identify the simple function of different types of teeth in humans?</li> <li>• Can they compare the teeth of herbivores and carnivores?</li> <li>• Can they explain what a simple food chain shows?</li> <li>• Can they construct and interpret a variety of food chains, identifying producers, predators and prey?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare and group materials together, according to whether they are solids, liquids or gases?</li> <li>• Can they explain what happens to materials when they are heated or cooled?</li> <li>• Can they measure or research the temperature at which different materials change state in degrees Celsius?</li> <li>• Can they use measurements to explain changes to the state of water?</li> <li>• Can they identify the part that evaporation and condensation have in the water cycle?</li> <li>• Can they associate the rate of evaporation with temperature?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe a range of sounds and explain how they are made?</li> <li>• Can they associate some sounds with something vibrating?</li> <li>• Can they compare sources of sound and explain how the sounds differ?</li> <li>• Can they explain how to change a sound (louder/softer)?</li> <li>• Can they recognise how vibrations from sound travel through a medium to an ear?</li> <li>• Can they find patterns between the pitch of a sound and features of the object that produce it?</li> <li>• Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?</li> <li>• Can they recognise that sounds get fainter as the distance from the sound source increases?</li> <li>• Can they explain how you could change the pitch of a sound?</li> <li>• Can they investigate how different materials can affect the pitch and volume of sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise that living things can be grouped in a variety of ways?</li> <li>• Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</li> <li>• Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)</li> <li>• Do they recognise that environments can change, and this can sometimes pose a danger to living things?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify common appliances that run on electricity?</li> <li>• Can they construct a simple series electric circuit?</li> <li>• Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?</li> <li>• Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?</li> <li>• Can they recognise that a switch opens and closes a circuit?</li> <li>• Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?</li> <li>• Can they recognise some common conductors and insulators?</li> <li>• Can they associate metals with being good conductors?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore the work of well-known scientists and inventors?</li> </ul>

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	<p><u>Planning</u></p> <ul style="list-style-type: none"> <li>•Can they set up a simple fair test to make comparisons?</li> <li>•Can they plan a fair test and isolate variables explaining why it was fair and which variables have been isolated?</li> <li>•Can they suggest improvements and predictions?</li> <li>•Can they decide which information needs to be collected and decide which is the best way for collecting it?</li> <li>•Can they use their findings to draw a simple conclusion?</li> </ul>		<p><u>Obtaining and presenting evidence</u></p> <ul style="list-style-type: none"> <li>•Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?</li> <li>•Can they make accurate measurements using standard units?</li> <li>•Can they explain their findings in different ways (display, presentation, writing)?</li> </ul>		<p><u>Considering evidence and evaluating</u></p> <ul style="list-style-type: none"> <li>•Can they find any patterns in their evidence or measurements?</li> <li>•Can they make a prediction based on something they have found out?</li> <li>•Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?</li> <li>•Can they use straightforward scientific evidence to answer questions or to support their findings?</li> <li>•Can they identify differences, similarities or changes related to simple scientific ideas or processes?</li> </ul>	
<p><b>Computing</b></p> <p>Continual reinforcement of e-safety</p>	<p><b>E-communication</b></p> <p><b>e-communication</b></p> <p>Using discussion boards, blogs, email</p> <ul style="list-style-type: none"> <li>➤ Do they appreciate the benefits of ICT to send messages and to communicate?</li> <li>➤ Can they use the automatic spell checker to edit spellings?</li> </ul>	<p><b>Text and Multimedia in ICT/ Using the Internet</b></p> <ul style="list-style-type: none"> <li>• <b>Word processing</b></li> <li>➤ Can they use a search engine to find a specific website?</li> <li>➤ Can they use note-taking skills to decide which text to copy and paste into a document?</li> <li>➤ Can they use tabbed browsing to open two or more web pages at the same time?</li> <li>➤ Can they open a link to a new window?</li> <li>➤ Can they open a document (PDF) and view it?</li> <li>➤ Can they use photo editing software to crop photographs and add effects?</li> </ul>	<p><b>Understanding Instructions and making things happen</b></p> <ul style="list-style-type: none"> <li>• <b>Scratch: Questions and Quizzes</b></li> <li>• <b>Programming: Turtle Logo</b></li> <li>➤ Can they use repeat instructions to draw regular shapes on screen, using commands?</li> <li>➤ Can they experiment with variables to control models?</li> <li>➤ Can they make turns specifying the degrees?</li> <li>➤ Can they give an on-screen robot specific directional instruction that takes them from x to y?</li> <li>➤ Can they make accurate predictions about the outcome of a program they have written?</li> </ul>	<p><b>Searching and sorting information</b></p> <ul style="list-style-type: none"> <li>• <b>Spreadsheets</b></li> <li>➤ Can they input data into a prepared database?</li> <li>➤ Can they search and sort a database to answer simple questions?</li> <li>➤ Do they recognise what a spreadsheet is?</li> <li>➤ Can they use the terms 'cells', 'rows' and 'columns'?</li> <li>➤ Can they enter data, highlight it and make bar charts?</li> <li>➤ <b>Can they copy and paste the graph/ bar chart and use it in a WP document?</b></li> </ul>	<p><b>Text and Multimedia in ICT / Sound in ICT</b></p> <ul style="list-style-type: none"> <li>• <b>Animated PowerPoint</b></li> <li>➤ Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?</li> <li>➤ Can they insert sound recordings into a multi-media PowerPoint?</li> <li>➤ Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> <li>➤ <u>Can they use animation in their presentation?</u></li> </ul>	<p><b>Digital Photography</b></p> <ul style="list-style-type: none"> <li>• <b>Photo Stories</b></li> <li>➤ Can they capture images using webcams, screen capture, scanning, visualiser and internet?</li> <li>➤ Can they choose images and download into a file?</li> <li>➤ Can they download images from the camera into files on the computer?</li> <li>➤ Can they copy graphics from a range of sources and paste into a desktop publishing program?</li> <li>➤ <u>Can they use photo editing software to crop photographs and add effects?</u></li> </ul>
<p><b>History</b></p>	<p><b>The Romans</b></p>		<p><b>Riotous Royalty</b></p>		<p><b>Benin</b></p>	

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	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b><u>Knowledge and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support an historical argument?</li> </ul>			
<p>Geography</p>	<p><b>Somewhere to Settle</b></p>	<p><b>All Around the World</b></p>	<p><b>Water</b></p>	<p><b>What's it Like in Manchester?</b></p>
<p><b><u>Geographical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they find the same place on a globe and on an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc...)?</li> </ul> <p><b><u>Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> </ul> <p><b><u>Human Geography</u></b></p> <ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> </ul>				

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	<ul style="list-style-type: none"> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul> <p><b><u>Geographical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> <li>• Do they know the difference between the British Isles; Great Britain and the UK?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of the main islands that surround the UK?</li> <li>• Do they know the countries that make up the European Union?</li> </ul>			
	<p>Roman Mosaics</p>	<p>European Art &amp; Artists</p> <p>Artists Covered:</p> <ul style="list-style-type: none"> <li>• Anselm Kiefer</li> <li>• Michelangelo</li> <li>• Le Corbusier</li> <li>• Rembrandt</li> <li>• Coco Chanel</li> <li>• Salvador Dali</li> </ul>	<p>Manchester Art</p> <p>Artists Covered:</p> <ul style="list-style-type: none"> <li>• LS Lowry</li> <li>• Bee Statues and designers</li> </ul>	
<p>Art</p>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>• Can they show facial expressions in their drawings?</li> <li>• Can they write an explanation of their sketch in notes?</li> <li>• Can they begin to show facial expressions and body language in their sketches?</li> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<p>Painting:</p> <ul style="list-style-type: none"> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> <li>• Do they successfully use shading to create mood and feeling?</li> </ul>	<p>Printing:</p> <ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print?</li> <li>• Can they print using at least four colours?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials?</li> </ul>	<p>Sketch Books:</p> <ul style="list-style-type: none"> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>• Can they produce a montage all about themselves?</li> <li>• Do they use their sketch books to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> </ul>

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	<p>3D/ Textiles:</p> <ul style="list-style-type: none"> <li>Can they create pop-ups?</li> <li>Can they use more than one type of stitch?</li> <li>Can they join fabric together to form a quilt using padding?</li> <li>Can they use sewing to add detail to a piece of work?</li> <li>Can they add texture to a piece of work?</li> </ul> <ul style="list-style-type: none"> <li>Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>Can they begin to sculpt clay and other mouldable materials?</li> <li>Can they use early textile and sewing skills as part of a project?</li> </ul>	<p>Collage:</p> <ul style="list-style-type: none"> <li>Can they use ceramic mosaic?</li> <li>Can they combine visual and tactile qualities?</li> </ul>	<p>Use of IT:</p> <ul style="list-style-type: none"> <li>Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>Can they present a collection of their work on a slide show?</li> <li>Can they create a piece of artwork which includes the integration of digital images they have taken?</li> <li>Can they combine graphics and text based on their research?</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Can they explain art from other periods of history?</li> </ul>
Design Technology	Great British Bread Bake Off	Cook Gruel	Battery Operated Lights	
	<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</li> <li>Can they come up with at least one idea about how to create their product?</li> <li>Do they take account of the ideas of others when designing?</li> <li>Can they produce a plan and explain it to others?</li> <li>Can they suggest some improvements and say what was good and not so good about their original design?</li> </ul>	<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Can they tell if their finished product is going to be good quality? <ul style="list-style-type: none"> <li>Are they conscience of the need to produce something that will be liked by others?</li> </ul> </li> <li>Can they show a good level of expertise when using a range of tools and equipment?</li> <li>Do they work at their product even though their original idea might not have worked?</li> </ul>	<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>Have they thought of how they will check if their design is successful?</li> <li>Can they begin to explain how they can improve their original design?</li> <li>Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>Do they take time to consider how they could have made their idea better?</li> </ul>	
	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Do they know what to do to be hygienic and safe?</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Do they think what the user would want when choosing textiles?</li> </ul>	<p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>Can they add things to their circuits?</li> </ul>	

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	<ul style="list-style-type: none"> <li>Have they thought what they can do to present their product in an interesting way?</li> </ul>	<ul style="list-style-type: none"> <li>Have they thought about how to make their product strong?</li> <li>Can they devise a template?</li> <li>Can they explain how to join things in a different way?</li> </ul>	<ul style="list-style-type: none"> <li>How have they altered their product after checking it?</li> <li>Are they confident about trying out new and different ideas?</li> </ul>			
	<p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>Can they measure carefully so as to make sure they have not made mistakes?</li> <li>How have they attempted to make their product strong?</li> </ul>	<p><b>Mouldable materials</b></p> <ul style="list-style-type: none"> <li>Can they use a range of advanced techniques to shape and mould?</li> <li>Do they use finishing techniques, showing an awareness of audience?</li> </ul>				
PE – Whole School	Daily Mile		Daily Mile		Daily Mile	
PE – coach taught lessons	Agility, balance co-ordination programme	Invasion games	Dance	Music Evening dancing Net and wall games	Athletics	Sports day practice Striking and fielding games
Music (see Mr Mark's lesson plans)	Recorders	Chanukah concert Chumash presentation  Recorders	Recorders	Recorders	Recorders	Recorders Summer Composition
Ivrit	<p><b><u>Listening &amp; Responding</u></b></p> <ul style="list-style-type: none"> <li>Do they understand short passages made up of familiar language?</li> <li>Do they understand instructions, messages and dialogues within short passages?</li> <li>Can they identify and note the main points and give a personal response on a passage?</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>Can they have a short conversation where they are saying 2-3 things?</li> <li>Can they use short phrases to give a personal response?</li> </ul>					

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Year 4 Long Term Plan 2021 - 2022

	<p><b><u>Reading &amp; Responding</u></b></p> <ul style="list-style-type: none"> <li>• Can they read and understand short texts using familiar language?</li> <li>• Can they identify and note the main points and give a personal response?</li> <li>• Can they read independently?</li> <li>• Can they use a bilingual dictionary or glossary to look up new words?</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Can they write 2-3 short sentence on &lt;a familiar topic&gt;?</li> <li>• Can they say what they like and dislike about &lt;a familiar topic&gt;?</li> </ul>					
PSHE	<p style="text-align: center;"><b>Health &amp; Well being</b></p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle?</li> <li>• How to maintain physical, mental and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• Black History Month – October</li> <li>• World Mental Health Day – 10<sup>th</sup> October</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• How to develop and maintain a variety of healthy relationships, within a range of social/ cultural contexts</li> <li>• How to recognise and manage emotions within a range of relationships</li> <li>• Remembrance Sunday – 10<sup>th</sup> November</li> <li>• Anti – bullying week (11<sup>th</sup> – 15<sup>th</sup> November)</li> <li>• Children in Need Day (15<sup>th</sup> November)</li> </ul>	<p style="text-align: center;"><b>Living in the wider world – Economic wellbeing and being a responsible citizen</b></p> <ul style="list-style-type: none"> <li>• Respect for self and others and the importance of responsible behaviours and actions</li> <li>• Rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• Different groups and communities</li> <li>• Respect equality and be a productive member of a diverse community</li> <li>• Martin Luther King Day – 20<sup>th</sup> January</li> <li>• Holocaust Memorial Day – 27<sup>th</sup> January</li> <li>• Chinese New Year – 25<sup>th</sup> January</li> <li>• Safer Internet Day – 11<sup>th</sup> January</li> </ul>	<p style="text-align: center;"><b>Health &amp; Well being</b></p> <ul style="list-style-type: none"> <li>• Managing change, such as growing up, puberty, transition and loss</li> <li>• How to make informed choices about health and wellbeing and to recognise sources to help us with this</li> <li>• How to respond to an emergency</li> <li>• To identify different influences on health and wellbeing</li> <li>• Fair trade Fortnight (24<sup>th</sup> February)</li> <li>• British Science Week (9<sup>th</sup> – 13<sup>th</sup> March)</li> <li>• World Autism Awareness Day – 2<sup>nd</sup> April</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• How to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• How to respond to risky or negative relationships and ask for help</li> <li>• How to respect equality and diversity in relationships</li> <li>• VE Day (8<sup>th</sup> May)</li> </ul>	<p style="text-align: center;"><b>Living in the wider world – Economic wellbeing and being a responsible citizen</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting and protecting the environment</li> <li>• Where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• How money plays an important part in people’s lives</li> <li>• A basic understanding of enterprise</li> </ul>