



Pre assessment completed				
	Learning outcomes	Key vocabulary		
1	<i>Human Machines</i> - I can demonstrate strategies for working on a collaborative task - I can define successful qualities of teamwork and collaboration	collaborate collaboration collaborative teamwork		
2	<i>Ok or not ok (part 1)</i> - I can explain what we mean by a 'positive, healthy relationship' - I can describe some of the qualities that I admire in others	positive, healthy relationship respect responsibilities qualities excluded assertive aggressive negotiate safe unsafe		
3	<i>Ok or not ok (part 2)</i> - I can recognise that there are times when I might need to say 'no' to a friend - I can describe appropriate assertive strategies for saying 'no' to a friend	friendly rude aggressive assertive face-to-face compromise respectful controlling		
4	<i>An email from Harold!</i> - I can describe 'good' and 'not so good' feelings and how feelings can affect our physical state - I can explain how different words can express the intensity of feelings	feelings physical effects sad unhappy devastated miserable distressed lonely alone ignored isolated	agonising painful happy delighted ecstatic joyful calm untroubled assured re- morseful rueful repentant	confident peaceful scared frightened petrified terrified bothered sore aching abandoned apologetic regretful
5	<i>Different feelings</i> - I can identify a wide range of feelings - I can recognise that different people can have different feelings in the same situation - I can explain how feelings can be linked to physical state	feelings physical effects		



6	<i>Under pressure</i> • I can give examples of strategies to respond to being bullied, including what people can do and say • I understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from • I understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult	unkind tease pressure independent bullying aggressor online bullying upstander prejudice discrimination
Post assessment completed		

Year 4 Knowledge Organiser – Valuing Difference



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Can you sort it?</i> - I can define the terms 'negotiation' and 'compromise' - I understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise	negotiation compromise conflict respect disrespect agree disagree safe unsafe
2	<i>What would I do?</i> - I can list some of the ways that people are different to each other (including differences of race, gender, religion) - I can recognise potential consequences of aggressive behaviour - I can suggest strategies for dealing with someone who is behaving aggressively - I can understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult - I can understand I should not share images of other people online without their permission	aggressive apologise aggressor target bystander upstander prejudice discrimination respect fair equal
3	<i>The people we share our world with</i> - I can list some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals) - I can define the word <i>respect</i> and demonstrate ways of showing respect to others' differences	similarities responsibilities respect belief
4	<i>That is such a stereotype!</i> I can understand and identify stereotypes, including those promoted in the media	stereotype challenge disagree upstander
5	<i>Friend or acquaintance?</i> - I can recognise that I have different types of relationships with people I know (e.g. close family, wider family, friends, acquaintances) - I can give examples of features of these different types of relationships, including how they influence what is shared	sharing acquaintances relationships friendly friend self-confidence
6	<i>Islands</i> - I can understand that I have the right to protect my personal body space - I can recognise how others' non-verbal signals indicate how they feel when people are close to their body space - I can suggest people I can talk to if they feel uncomfortable with other people's actions towards them	body space invade
Post assessment completed		



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Danger, risk or hazard?</i> - I can define the terms 'danger', 'risk' and 'hazard' and explain the difference between them - I can identify situations which are either dangerous, risky or hazardous - I can suggest simple strategies for managing risk	danger dangerous risk risky hazard hazardous sunburn
2	<i>How dare you!</i> - I can define what is meant by the word 'dare' - I can identify from given scenarios which are dares and which are not - I can suggest strategies for managing dares	dare assertive risks online challenge critical thinking controlling aggressive
3	<i>Keeping ourselves safe</i> - I can describe stages of identifying and managing risk - I can suggest people I can ask for help in managing risk	persevere assertive controlling
4	<i>Raisin challenge</i> - I can understand that we can be influenced both positively and negatively - I can give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way	influence consequences influencer aggressor target online bullying
5	<i>Picture Wise</i> - I can identify images that are safe/unsafe to share online - I know and can explain strategies for safe online sharing - I can understand and explain the implications of sharing images online without consent	privacy privacy settings security AI – Artificial Intelligence
6	<i>Medicines – check the label</i> - I understand that medicines are drugs - I can explain safety issues for medicine use - I can suggest alternatives to taking a medicine when unwell - I can suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)	medicine drug
Post assessment completed		

Year 4 Knowledge Organiser – Rights and Respect



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Who helps us stay healthy and safe?</i> - I can explain how different people in the school and local community help me stay healthy and safe - I can define what is meant by 'being responsible' - I can describe the various responsibilities of those who help me stay healthy and safe - I can suggest ways I can help the people who keep them healthy and safe	being responsible trustworthy reliable
2	<i>It's your right!</i> - I understand that humans have rights and also responsibilities - I can identify some rights and also responsibilities that come with these	safe healthy rules laws rights responsibility United Nations
3	<i>How do we make a difference?</i> - I can understand the reason we have rules - I can suggest and engage with ways that I can contribute to the decision-making process in school (e.g. through pupil voice/school council) - I can recognise that everyone can make a difference within a democratic process - I understand the risks relating to online gaming and that gaming can become addictive	democracy rules phishing scams trolling griefers
4	<i>In the news!</i> - I can define the word <i>influence</i> - I can recognise that reports in the media can influence the way I think about a topic - I can form and present my own opinions based on factual information and express or present these in a respectful and courteous manner	influence opinion respectful courteous influencer misinformation disinformation
5	<i>Safety in numbers</i> - I can explain the role of the bystander and how it can influence bullying or other anti-social behaviour - I can recognise that I can play a role in influencing outcomes of situations by their actions	anti-social behaviour witness upstander aggressor
6	<i>Why pay taxes?</i> - I can explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT' - I understand how a payslip is laid out showing both pay and deductions - I can prioritise public services from most essential to least essential	income tax national insurance VAT deductions public services
Post assessment completed		

Year 4 Knowledge Organiser – Being my Best



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>What makes me ME!</i> - I can identify ways in which everyone is unique - I can appreciate my own uniqueness; - I can recognise that there are times when I will make the same choices as my friends and times when we will choose differently	unique individual	
2	<i>Making choices</i> - I can give examples of choices I make for myself and choices others make for me - I understand that making healthy choices around food is important for my wellbeing	choices agree disagree respect respectful support encourage decisions health wellbeing	
3	<i>SCARF Hotel</i> - I can understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health - I can plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate) - I understand the importance of a healthy relationship with food - I understand the importance of good quality sleep and take practical steps for improving sleep	mental health wellbeing balanced diet screen usage	
4	<i>Harold's 7 R's</i> - I can understand the ways in which I can contribute to the care of the environment (using some or all of the seven Rs) - I can suggest ways the Seven Rs recycling methods can be applied to different scenarios	refuse reduce re-use rot recycle repair re-think	
5	<i>My school community</i> - I can define what is meant by the word 'community' - I can suggest ways in which different people support the school community - I can identify qualities and attributes of people who support the school community	community	
6	<i>Basic First Aid</i>	first aid injury minor accident emergency blood nose bleed choking	breathing airway unresponsive casualty burn wound recovery scald
Post assessment completed			

Year 4 Knowledge Organiser – Growing and Changing



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>Moving house</i> - I can describe some of the changes that happen to people during their lives - I can explain how the Learning Line can be used as a tool to help me manage change more easily - I can suggest people who may be able to help me deal with change	learning line practice	
2	<i>My feelings are all over the place!</i> - I can name some positive and negative feelings - I understand how the onset of puberty can have emotional as well as physical impact - I can suggest reasons why young people sometimes fall out with their parents - I have taken part in a role play practising how to compromise	compromise hormones puberty feelings independence conflict	
3	<i>All change!</i> - I can identify parts of the body that males and females have in common and those that are different - I know the correct terminology for their genitalia - I can understand and explain why puberty happens	puberty pubic hair eggs sperm penis testicles breasts ovaries womb	vagina vulva clitoris labia semen legal age of consent marriage
4	<i>Preparing for changes at puberty</i> - I know the key facts of the menstrual cycle - I understand that periods are a normal part of puberty for girls - I can identify some of the ways to cope better with periods	puberty menstrual cycle eggs periods menstruation pe- riod/men- struation pad menstrua- tion cup	tampon voice deepens ovaries penis breasts vagina fallopian tube cervix lining of the uterus pads menstrual cup
5	<i>Secret or surprise</i> - I can define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret - I can recognise how different surprises and secrets might make me feel - I know who I could ask for help if a secret made me feel uncomfortable or unsafe.	secret surprise uncomfortable feelings	



6	<i>Together</i> • I understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will • I recognise that marriage or civil partnership includes same sex and opposite sex partners • I know the legal age for marriage or civil partnership in England or Scotland • I can discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	marriage live to- gether civil part- nership forced marriage	wedding relationships safe unsafe ceremony
Post assessment completed			