Year 4 Long Term Curriculum Plan 2026-2027

Segments to be taught and what children will know by the end of each of them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational visits or activities	**Eureka Trip – science link**		**Roman Day**		**Burwardsley – science & geography link**	
Physical Education	**Tennis** To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a rally showing increased technique. To use rules and apply simple tactics. To understand and use rules to manage a game. **Gymnastics** To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in	**Dance** THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space., THEME: The Spy To choose actions which relate to the theme. THEME: The Spy To develop a dance using matching and mirroring. THEME: Carnival To learn and create dance moves in the theme of carnival. THEME: Carnival To develop a carnival dance using formations, canon and unison. THEME: Carnival To develop a dance	**Gymnastics (continue from autumn term)** To link actions that flow using the rolls I have learnt. To link actions that flow in a partner sequence using the rolls I have learnt. To develop strength in inverted movements. To develop strength in inverted movements. To create a 'great' partner sequence to include the skills I have learnt and apparatus. To create a 'great' partner sequence to include the skills I have learnt and apparatus. **Football** To develop attacking	**Dance (continue from autumn term)** THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter. THEME: States of Matter To use actions, dynamics, space and relationships to represent a state of matter. THEME: States of Matter To order and structure phrases to create a dance performance. THEME: The Twist To copy and repeat a set phrase in a 1960s style showing energy	**Cricket** To develop overarm and underarm throwing and apply these to a striking and fielding game., To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament. **Athletics**	**OAA** To develop teamwork and co-operation skills., To orientate a map and navigate a grid. To develop observation, listening and following instructions. To use map skills and teamwork to navigate and solve problems. To identify, draw and follow a simple map. To orientate and navigate a map and draw a route using directions. **Athletics - Sports Day** Sprint, obstacles race, long distance, relay, egg and spoon, hurdles. Experience of racing

	performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll.	phrase and perform as part of a class performance. **Netball** To develop attacking skills within the rules of the game. To apply attacking skills to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball. To develop attacking skills to score goals. To apply skills and knowledge to play games using netball rules. **Basketball** To develop attacking skills to move towards a goal. To develop passing and moving and play within the rules of the game. To develop movement skills to lose a defender and move into space. To develop defending skills to delay an attacker and gain possession. To use space effectively to create	skills to maintain possession. To develop changing direction and speed when attacking. To begin recognise when to use different attacking skills. To apply attacking skills to move towards a goal. To use defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament. **Hockey** To develop attacking skills with accuracy and control. To develop attacking skills to maintain possession. To use attacking skills to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament.	and rhythm. THEME: The Twist To learn and perform a partner dance in a 1960s style. THEME: The Twist To develop my own 1960s inspired dance using changes in relationships. **Rugby** To develop attacking skills to move towards goal. To understand how to defend within the rules. To begin to apply rules in attack and defence. To develop movement skills to dodge a defender. To track an opponent and defend as a team. To use skills and rules in a tournament.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.	these races leading to the sport day.

		shooting opportunities. To apply skills and knowledge to play games using basketball rules.				
Science	**Animals including humans** By the end of this segment children will be able to: Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.		**Sound** By the end of this segment children should be able to: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	**Electricity** By the end of this segment children will be able to: identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with	**Living things and their habitats** By the end of this segment children will be able to: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	**States of matter** By the end of this segment children will be able to: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
	Working scientifically By the end of this segment children will be able to: Ask relevant questions and using different types of scientific enquiries to answer them. set up simple practical enquiries, comparative and fair tests.					

	Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.		
History	**Ancient Greece** By the end of the unit, children will: Know what a City State was and how they were ruled. Know that they worshipped different gods. Explain at least 1 significant achievement (philosophy, theatre mathematics, architecture, the Olympic games). Know who Alexander The Great was and what made him a great leader. Explain ways in which Ancient Greece still influences modern day.	**The Romans** By the end of the unit, children will: Know how the Roman Empire became so successful. Know how the Romans invaded Britain and how it changed under their rule. Know how the Romans organised their towns, with a focus on Chester. Give one reason why the Roman Empire eventually fell.	
Geography	**Where does our food come from?** By the end of this segment children will: Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas.	**Why do people live near volcanoes?** By the end of the segment the children will: Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries.	**Why are Rainforests important to us.** By the end of this segment children will: Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a

	Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.
Art and Design	**Sculpture and 3D: Mega Materials** By the end of this segment children will be able to: Try drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Show they are considering alternative ways to display their sculpture when photographing it. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Describe how their work has been influenced by	**Painting and Mixed Media: Light and Dark** By the end of this segment children will be able to: Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. Create a final painting that shows an understanding of how colour can be used to show light and dark and therefore show three dimensions. Paint with care and control to make a still life with recognisable object	**Drawing: Exploring tone, texture and proportion** Pupils who are secure will be able to: Create a three-dimensional effect by using contrasting tones to show light and dark. Combine lines and marks to represent different textures. Use lines and marks in different ways to represent dark and light areas (tone). Comparing the sizes of different objects to draw them in proportion. Represent the size of one object relative to another. Consider where to place each element thinking carefully about the space. Show texture in the collage. Use the impasto technique to create textured effects.

	the work of El Anatsui.					
Computing	**Computing Systems: Technology all around us.** By the end of this segment children will: Describe how networks physically connect to other networks. Recognise how networked devices make up the internet. Outline how websites can be shared via the World Wide Web and how it can be edited by people. Evaluate the consequences of unreliable content.	**Creating Media: Audio Editing** By the end of this segment children will: Identify that sound can be digitally recorded. Use a digital device to record sound. Explain that a digital recording is stored as a file. Explain that the audio can be changed through editing. Show that different types of audios can be combined and played together. Evaluate editing choices made.	**Creating Media: Photo editing** By the end of this segment children will: Explain that digital images can be changed. Change the composition of an image. Describe how images can be changed for different uses. Maake good choices when selecting different tools. Recognise that not all images are real. Evaluate how changes can improve an image.	**Data and Information: Data Logging** By the end of this segment children will: Explain that data gathered over time can be used to answer questions. To use a digital device to collect data automatically. Explain that a data logger collects 'data points' from sensors over time. Use data collected over a long duration to find information. Identify and use the data needed to answer questions.	**Programming A: Repetition in Shapes** By the end of this segment children will: Identify that accuracy in programming is important. Create a program in a text-based language. Explain what "repeat" means. Modify a count-controlled loop to produce a given outcome. Create a program that uses count-controlled loop to produce a given outcome.	**Programming B: Repetition in Games** By the end of this segment children will: Develop the use of count-controlled loops in different programming environments. Explain that in programming there are infinite loops and count-controlled loops. Develop a design which includes two or more loops that run at the same time. Modify an infinite loop in each program. Design and create a project that includes repetition.
Design and Technology	**Textiles: Fastenings** By the end of this segment children will be able to: Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.		**Electrical Systems: Torches** By the end of this segment children will: Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.		**Structures: Pavilions** By the end of this segment children will: Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.	

French	**Portraits: Describing in French** By the end of this segment children will: Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. Identify a person correctly from a description of their hair and eye colour. Place word cards in the correct order, with the adjectives following the noun. Compose a spoken sentence to describe a friend. Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.	**Clothes: Getting dressed in French** By the end of this segment children will: Remember and pronounce some of the new words, recognising that some are masculine and take **un**, some feminine and take **une** and some plural and take **des**. Understand how to convert the indefinite article to a possessive adjective. Correctly identify items of clothing based on the written word. Say the words for items of clothing with accurate pronunciation. Make an intelligible attempt to spell new words. Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why	**French numbers, calendars and birthdays**: By the end of this segment children will: Say the numbers to 31 in French. Read and calculate Maths sums correctly in French. Say all the days of the week, working out the words for the days that are yesterday and today. Match most of the French months to their English equivalents. Ask when someone's birthday is and give the number and month of their own birthday. Say the seasons of the year. Translate the date from English to French. Say the similarities and differences between birthdays in the UK and France.	**French weather and the water cycle** By the end of this segment children will: Use a physical response to show their understanding of six to eight weather phrases. Repeat new phrases with accurate pronunciation. Say at least two sentences intelligibly to convey the weather in a given place. Point or move in the correct direction during a compass points game. Understand and say several directions and weather sentences. Place weather symbols in the correct locations on a map. Match at least three temperature numerals and words correctly. Say the correct number for a temperature. Show an understanding of the water cycle and	**French food: Miam, miam!** By the end of this segment children will: Recognise and understand the meaning of new words that are cognates. Use a model text to support conversation. Complete mathematical calculations in French, writing answers in euros. Recognise shop names and label a triarama. Use a bilingual dictionary to translate given words. Use a range of strategies to understand a familiar text. Ask and respond to questions found in a café conversation.	**French song and the Eurovision song contest** By the end of this segment children will: Answer questions based on a video of a French-speaker, getting at least half of them correct. Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English). Say which instrument they play. Say what kind of music they like, using a whole sentence. Ask a question after listening to other pupils' attempts. Read and understand music genres in written form. Recall country names with accurate pronunciation.

		other forms of the adjective are wrong. Compose a sentence using **j'aime** or **je n'aime pas**. Use **il/elle** correctly and place the adjective in the correct position in relation to the noun.		relevant cognates in both English and French.		Use a full sentence to say 'J'habite en/au/aux ...' Write information in French about a character from a different country. Use familiar language to write several phrases or short sentences. Perform a song from memory with accurate pronunciation.
Music	**Body and tuned percussion** By the end of this segment children will: Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four	**CHRISTMAS CONCERT SONGS**	**Changes in pitch, temp and dynamics** By the end of this segment children will: Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper		**Samba and carnival sounds and instruments** By the end of this segment children will: Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of	**Adapting and transposing motifs** By the end of this segment children will be: Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the

	different layers with an appropriate structure.		so that they can remember it. Create and perform a piece with a variety of ostinatos.		the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.	rhythm. Combine different versions of a musical motif and perform as a group using musical notation.
	<u>Whole School Weekly Active Listening Programme</u>					
Religious Education	**Are all religions equal?** By the end of this segment children will: Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs. Talk about why making connections can be helpful. Explain similarities and differences between the ways people from different worldviews understand God. Use scripture to find out what people might believe. Explain why equality and harmony are	**What makes some texts sacred?** By the end of this segment children will: Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions. Giving some reasons why different Hindu texts might be significant to people. Identifying the key events that led to the writing of the Buddhist Canon. Discussing the importance of the Buddhist canon to some people today. Providing examples of why and how the Guru	**Just how important are our beliefs?** By the end of this segment children will: Describe what baby welcoming ceremonies mean to some people. Explain the role of adults in these ceremonies, especially the promises or commitments they make. Describe the significance of commitment ceremonies to some people. Understand the cultural and religious importance of commitment ceremonies. Identify various items of clothing that people	**Who was Jesus really?** By the end of this segment children will: Share ideas about what Jesus might have been like. Think critically about different representations of Jesus. Explain the actions and qualities of Jesus which led some people to believe he was the Messiah. Interpret extracts from prophecies in the Old Testament and making connections with events in the New Testament. Explain the meaning of a parable.	**Why is the bible the best selling book of all time?** By the end of this segment children will: Identify events involved in the compilation and creation of the first Christian Bible. Comparing different types of writing found in the Bible and discussing their purposes. Explain the criteria used to decide which texts were included in the canonised Bible. Explain the impact of key figures and events on the development of the modern-day Christian Bible.	**Does the language of scripture matter?** By the end of this segment the children will: Describe some oral traditions in some ancient societies. Understand the reasons written traditions developed. Discuss why new languages develop as a result of diaspora. Consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today. Identify religious and cultural uses of Hebrew and Arabic. Describe why some believers choose to learn and read the

	important to many Sikhs. Use a range of sources to find out what might be important to some people from the Bahá'í faith. Compare what people with different worldviews may think about other religions. Express ideas creatively about how and why World Religion Day is important.	Granth Sahib is respected. Drawing out connections between beliefs and practices. Comparing and making links between scriptures from different worldviews. Identifying the role and value of scripture in some people's lives.	wear to express their beliefs. Explain what items may signify about an individual's commitments or convictions. Give examples of religious fasting and dietary restrictions. Explain some reasons why people might demonstrate their commitment to beliefs through their diet. Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways. Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be.	Identify messages in Jesus' parables. Discuss how different people might interpret accounts about Jesus. Suggest what some Christians may learn from the Easter story.	Describe how and why the Christian Bible has developed over time. Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible. Investigate and identify where the Bible is found in different churches and how this has changed over time. Identify examples of how the Bible has influenced modern British life. Present their learning about the Bible's impact and relevance.	language of their religious scripture. Identify an ancient language, a translation and a commentary in a copy of a page of scripture. Consider what might be holy to a believer. Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible. Reflect on why some scriptures have no art or symbols.
PSHE	**Me and My Relationships** By the end of this segment children will: Demonstrate strategies for working on a collaborative task. Define successful qualities of teamwork	**Valuing Differences** By the end of this segment children will: Define the terms 'negotiation' and 'compromise'. Understand the need to manage conflict or differences and	**Keeping Safe** By the end of this segment children will: Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. Identify situations	**Rights and Respect** By the end of this segment children will: Explain how different people in the school and local community help them stay healthy and safe. Describe the various	**Being my Best** By the end of this segment children will: Identify ways in which everyone is unique. Appreciate their own uniqueness. Recognise that there	**Growing and Changing** B the end of this segment children will: Describe some of the changes that happen to people during their lives. Explain how the Learning Line can be

	and collaboration. Explain what we mean by a 'positive, healthy relationship'. Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend. Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. Explain how different words can express the intensity of feelings. Identify a wide range of feelings. Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state. Demonstrate a range of feelings through their facial expressions and body language.	suggest ways of doing this, through negotiation and compromise. List some of the ways that people are different to each other (including differences of race, gender, religion). Recognise potential consequences of aggressive behaviour. Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals). Define the word *respect* and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media. Recognise that they have different types of relationships with people they know (e.g. close family, wider	which are either dangerous, risky or hazardous. Suggest simple strategies for managing risk. Define what is meant by the word 'dare'. Identify from given scenarios which are dares and which are not. Suggest strategies for managing dares. Describe stages of identifying and managing risk. Suggest people they can ask for help in managing risk. Understand that we can be influenced both positively and negatively. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. Identify images that are safe/unsafe to share online. Know and explain strategies for safe online sharing. Understand and explain the implications of sharing	responsibilities of those who help them stay healthy and safe. Suggest ways they can help the people who keep them healthy and safe. Understand that humans have rights and also responsibilities. Identify some rights and also responsibilities that come with these. Understand the reason we have rules. Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council). Recognise that everyone can make a difference within a democratic process. Define the word *influence*. Recognise that reports in the media can influence the way they think about a topic. Form and present their own opinions based on factual information and express or present	are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices others make for them. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate). Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).	used as a tool to help them manage change more easily. Suggest people who may be able to help them deal with change. Name some positive and negative feelings. Understand how the onset of puberty can have emotional as well as physical impact. Suggest reasons why young people sometimes fall out with their parents. Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different. Know the correct terminology for their genitalia. Understand and explain why puberty happens Know the key facts of the menstrual cycle. Understand that periods are a normal part of puberty for girls. Identify some of the ways to cope better

	Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	family, friends, acquaintances). Give examples of features of these different types of relationships, including how they influence what is shared. Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.	images online without consent. Understand that medicines are drugs. Explain safety issues for medicine use. Suggest alternatives to taking a medicine when unwell. Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). Understand some of the key risks and effects of smoking and drinking alcohol. Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). Identify strategies for keeping personal information safe online. Describe safe behaviours when using communication technology.	these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour. Recognise that they can play a role in influencing outcomes of situations by their actions. Define the terms 'income' and 'expenditure'. List some of the items and services of expenditure in the school and in the home. Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. Understand how a payslip is laid out showing both pay and deductions. Prioritise public services from most essential to least essential. Understand some of the ways that various	Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Define what is meant by the word 'community'. Suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community. Define what a volunteer is. Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.	with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will. Recognise that marriage includes same sex and opposite sex partners. Know the legal age for marriage in England or Scotland. Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

				national and international environmental organisations work to help take care of the environment. Understand and explain the value of this work.		