

Year 4 English – Autumn 2

Prior knowledge:

- to begin to use the structure of different text types
- to organise paragraphs around a theme
- to maintain the correct tense
- to use inverted commas for direct speech

Golden Thread of Learning:

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Children will develop the skill of blending the sounds into words for reading. This will be supported by practice in reading books, hearing and sharing a wide range of high quality books. This will also allow for them to develop a love of reading and broaden their vocabulary. Through this journey, children will be able to retell stories that they read and comment on how the main character is feeling.

Compositional knowledge (core):

- to use the appropriate structure for different text types
- to consistently organise paragraphs around a theme
- to maintain accurate tense
- to use indirect and direct speech which is mostly correct

Transcriptional skills:

- to use fronted adverbials to create cohesion
- to use a full range of punctuation e.g commas, semi colons
- to use expanded noun phrases correctly
- to use choose nouns and pronouns to aid cohesion

Text type: Newspaper report

Purpose:

To inform the local community about a missing person

Audience:

Local community

Book	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace
Learning outcome	<p><u>L.I: To discuss the text and make predictions based on evidence.</u></p> <p><u>L.I: To use adjectives to write a character and setting description and identify a character's motivations and feelings.</u></p>	<p><u>L.I: To use adjectives to write a character and setting description and identify a character's motivations and feelings.</u></p>	<p><u>L.I: To write a diary entry identifying the purpose and audience for writing.</u></p>	<p><u>L.I: To identify features of a newspaper article.</u></p>	<p><u>L.I: To plan a newspaper article by identifying the purpose and audience for writing.</u></p>	<p><u>L.I: To draft a newspaper report.</u></p>
Activity	<p>L1 - Starter: Look at the front cover and blurb of the book. Activity: Chn to write a predication in the books using inference skills.</p> <p>L2 -Starter: Children to talk about what a character description is. Activity: Read pages 7-15 and discuss what has happened. Mind map: What have you found out about the main character? What is her name? Why is the cowrie necklace special and important to her?</p> <p>Speak about the significance behind the cowrie necklace and why the author chose to</p>	<p>L1 – Children to write a setting description.</p> <p>L2- Starter: What setting is the story set? Children to recall what they did last lesson.</p> <p>Task: Children to create a poster advertising Cornwall. Children to include what they have learnt about Cornwall.</p> <p>L3 – Starter: What do we remember about Cherry? Tell children they will be writing a diary entry as Cherry.</p> <p>Activity – Read pages 17-27 and discuss what has happened. How is cherry feeling? What is cherry thinking? Children can include</p>	<p>L1 – Starter: Go through the features of a diary entry. What are they?</p> <p>Activity: Show children examples of diary entries. Children to identify and highlight the features.</p> <p>L2- Starter: children to recap: What do we know about Cherry? Go through her thoughts and feelings.</p> <p>Activity – As a class write down the main events of Cherry.</p> <p>Task – Go through PAL for writing a diary entry.</p>	<p>L1 – Starter: What did we read yesterday?</p> <p>Activity: Read pages 32-33 and discuss what has happened. What will Cherry's parents be thinking? How do we think Cherry is feeling?</p> <p>Tell children they will be writing a newspaper report about Cherry. As a class mind map what children know about newspaper reports and their features.</p> <p>Discuss PAL of newspaper report.</p> <p>L2 – Starter: What did we do last lesson? Go</p>	<p>L1: Starter: Children to go over their plans in pairs.</p> <p>Activity: Children to role play direct and in direct speech and interview anonymous and a member of Cherrys family.</p> <p>Task: Children to add to their plan and complete concluding paragraph.</p> <p>L2: Children to write their own plans using the plans they wrote with their partners.</p> <p>L3: Children to write their newspaper article on template given.</p> <p>L4: Children to write their newspaper article on template given.</p>	<p>L1 – Editing and up levelling.</p> <p>L2 – Editing and up levelling.</p> <p>L3– Write in creative writing books.</p> <p>L4 – Write in creative writing books.</p>

	<p>include these particular shells. Task: Character iceberg – What do you know about the character? What do you think you know?</p> <p>L3- Children to write down a character description.</p> <p>L4- Starter: Children to recap what they have read so far. Children to think about what a setting description is.</p> <p>Activity – Children to read pages 15-17. Carousel of 5 activities relating to Cornwall – Zennor and boat cove Children to use 5 senses to write down descriptive sentences.</p> <ol style="list-style-type: none"> 1) Sand with rocks 2) Shells 3) Pictures of boat cove 4) Pictures and Videos of Zennor 5) Sound of waves 	<p>rhetorical questions, feeling words.</p> <p>Task – Children to stick in picture of Cherry and write down her thoughts and feelings.</p> <p>L4 – Starter: Children to talk about what the features of a diary entry are? Have they written one before? What did they include?</p> <p>Task – Children to write a short diary entry of what they did over the weekend including features.</p>	<p>L3- Children to write diary entry.</p> <p>L4 – Starter: Comprehension questions of what we have read so far.</p> <p>Activity: Read pages 28-30. While the teacher is reading, children to use their imagination and draw a picture of what is being read. Children to annotate their picture with descriptive words.</p>	<p>through the features of a newspaper article.</p> <p>Activity: Provide children with newspaper report examples. On sugar paper, in pairs, children to highlight and annotate the features.</p> <p>L3 – Starter: What are the features of a newspaper article?</p> <p>Task: Children to understand and go through the language used when writing a newspaper article and to look at the structure – Columns, subheadings, title, pun. Provide children with word mats and sentence starters.</p> <p>L4: Starter: Children to go over the language and structure used to write a newspaper article.</p> <p>Activity: In pairs, children to plan their newspaper report on sugar paper.</p>		
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				First to begin with Heading, sub headings and the introduction including the 5 Ws.		
Outcomes	<ul style="list-style-type: none"> To make predictions based on the text 	<ul style="list-style-type: none"> To write a character description including physical characteristics and character traits. To write a setting description using adjectives, similes and metaphors. 	<ul style="list-style-type: none"> Children to write a diary entry in first person and in past tense. Children to write in chronological order and include significant events. Children to use fronted adverbials to start sentences. Children to use adjectives to describe the characters feelings. 	<ul style="list-style-type: none"> Children identifying features of a newspaper article. Children to identify the purpose, audience and language. Children to look at the structure of a newspaper article. 	<ul style="list-style-type: none"> Children to plan their newspaper report. Children to use correct language when writing. Children to include features of a newspaper report- title, pun, introduction, sub headings for each paragraph. Children to write in columns. Using direct and in direct speech. Children to role play and interview using open ended questions. 	<ul style="list-style-type: none"> To identify the purpose of writing the newspaper report and who the audience will be.
SEN	Join in with class with support and prompting. Colourful semantics, picture labelling.	Join in with class input. Children provided with a picture of Cherry and write down what they know about	Children to be provided a variety of pictures of Cherry from the book showing different emotions. Children to be	Join in with class with support and prompting. Colourful semantics, picture labelling.	Children to be given a newspaper report template. Children to draw a picture of Cherry and write down short	Children to be given a newspaper report template. Children to draw a picture of Cherry and write down short

		her using labelling and colourful semantics.	given words to describe her emotions for children to match with the pictures. Children can write down sentences to explain how she is feeling.		sentences to describe her disappearance using adult support and colour semantics.	sentences to describe her disappearance using adult support and colour semantics.
Key words	Cove Cowrie Shells Shore Cornwall Tin Mine	Character Description Setting Cornwall Feelings	Diary Entry Chronological order Main events First person Past tense	Newspaper Features Title Pun Heading Subheadings Introduction Conclusion Structure Purpose Audience Language	Purpose Audience Language Plan Structure	Edit Up level

Year 4 – Maths Autumn 2

Topic of learning	Area	Multiplication and division		Multiplication and division	Multiplication and division	Multiplication and division	Consolidation
Learning Outcome	Lesson 1 White Rose - Step 1 What is area	Lesson 1 White Rose End of unit assessment	Lesson 1 White Rose Step 5 9 times table and division facts	Lesson 1 White Rose – Step 10 12 times table and division facts	Lesson 1 Year 4 RTP – 4NF-2 Solve division problems with two-digit dividends and one digit divisors that involve remainders e.g. $74 \div 9 = 8 \text{ r } 2$	Lesson 1 Year 4 RTP – 4MD -2 Manipulate multiplication and division problems	
	Lesson 2 White Rose – Step 2 Count squares	Lesson 2 White Rose – Step 1 Multiples of 3	Lesson 2 White Rose – Step 6 The 3,6 and 9 times tables	Lesson 2 White Rose – Step 11 Multiply by 1 & 0	Lesson 2 Year 4 RTP – 4NF-2 Solve division problems with two-digit dividends and one digit divisors that involve remainders e.g. $74 \div 9 = 8 \text{ r } 2$	Lesson 2 Year 4 RTP – 4MD -2 Manipulate multiplication and division problems	
	Lesson 3 White Rose – Step 3 Make shapes	Lesson 3 White Rose – Step 2 Multiples and divide by 6	Lesson 3 White Rose – Step 7 Multiply and divide by 7	Lesson 3 White Rose – Step 12 Divide by 1 and itself	Lesson 3 Year 4 RTP – 4NF-2 Interpret remainders appropriately according to context	Lesson 3 Year 4 RTP – 4MD -1 Multiply a whole number by 10 and 100	
	Lesson 4 White Rose – Step 4 Compare area	Lesson 4 White Rose – Step 3 6 times table and division facts	Lesson 4 White Rose – Step 8 7 times table and division facts	Lesson 4 White Rose – Step 13 Multiplying three numbers	Lesson 5 White Rose End of unit assessment	Lesson 4 Year 4 RTP – 4MD -1 Multiply a whole number by 10 and 100	
	Lesson 5 Times table focus The 4 & 8 times table	Lesson 5 White Rose – Step 4 Multiply and divide by 9	Lesson 5 White Rose – Step 9 11 times table and division facts		Lesson 5 Times table focus The 3 times table	Lesson 5 Times table focus The 6 times table	

SEN	Counting squares to find area	Counting in 2s, 5s and 10s	Counting in 3s using concrete resources	Counting in 3s and 6s using concrete resources	Counting in 3s, 6s and 9s using concrete resources	Counting in 7s and 11s	Counting in 12
Key words	Length, width, area, rectilinear	Factor, product, multiples, equal groups	Factor, product, multiples, equal groups	Factor, product, multiples, equal groups	Factor, product, multiples, equal groups, scaling	Factor, product, multiples, equal groups, scaling	Addends, sum, difference, divisor, dividend, factor, product, multiples, equal groups, scaling

Y4 Science (Autumn 2) – ANIMALS INCLUDING HUMANS

Year 4 Overview

- 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.

Progression	Prior	<p>In Year 3 the children will have:</p> <ul style="list-style-type: none"> • Identified that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identified that humans and some other animals have skeletons and muscles for support, protection and movement.
	Current	YEAR 4
	Next	<p>In Year 5 the children will:</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
Key end outcomes	<p>By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> • Talk about their teeth and how to care for them. • Describe the functions of the different types of teeth • Explain how food/drinks can affect teeth • Compare human teeth with those of other animals 	

	<ul style="list-style-type: none"> • Identify and name the main parts of the digestive system • Order the main parts of the digestive system. • Describe what happens in each part of the digestive system • Explain how to keep their digestive system healthy 						
Resources to support teaching and learning	TAPS resources A scientist like me Explorify I bet you didn't know resources ASE PLAN resources PSTT Book (each year group / team leader has one)						
Learning Intention	L.I: I can name and identify the functions of the four types of teeth.	L.I: I can ask scientific questions and choose a scientific enquiry to answer them	L.I: I can name the organs involved in the digestive system and know its function in the process of digestion.	.L.I: I can name the organs involved in the digestive system and know its function in the process of digestion.	L.I: I can share my findings about the digestive system	L.I: I can compare the diets of different animals.	<ul style="list-style-type: none"> •
Scientific enquiry skills	<ul style="list-style-type: none"> • Make a prediction • Identifying and labelling diagrams 	<ul style="list-style-type: none"> • Make a prediction • Choose to make a series of observations that will add to the quality of evidence I collect. • Explain how scientific evidence 	<ul style="list-style-type: none"> • Identifying and labelling diagrams 	<ul style="list-style-type: none"> • Choose to make a series of observations that will add to the quality of evidence I collect. 	<ul style="list-style-type: none"> • Choose to make a series of observations that will add to the quality of evidence I collect. 	<ul style="list-style-type: none"> • Classify and identify • Use secondary sources to research. 	<ul style="list-style-type: none"> • Classify and identify • Use secondary sources to research.

		<p>supports a conclusion.</p> <ul style="list-style-type: none"> Identify and manage the different variables. Record data and results of increasing complexity using scientific diagrams, keys, tables, bar and line graphs and models. 			<ul style="list-style-type: none"> Use secondary sources to research. 		
<p>Recap Prior learning</p>	<p>What do you already know about animals and humans</p> <p>What do animals and humans need to survive? Why is it important to exercise?</p> <p>What do you know about</p>	<p>What are the four types of teeth?</p> <p>What is their function?</p>	<p>Explorify – odd one out - bite size.</p> <p>https://explorify.uk/en/activities/odd-one-out/bite-size</p>	<p>Explorify – odd one out – our digestive organs</p> <p>https://explorify.uk/en/activities/odd-one-out/our-digestive-organs</p>	<p>Explorify – odd one out – How are these linked to digestion?</p> <p>https://explorify.uk/en/activities/odd-one-out/how-are-these-linked-to-digestion</p>	<ol style="list-style-type: none"> If an animal only eats other animals what is, it identified as? If an animal only eats plants what is, it identified as? If an animal eats plants and animals what is, it identified as? 	<p>Explorify – odd one out – Hunter or hunted</p> <p>https://explorify.uk/en/activities/odd-one-out/hunter-and-hunted</p>

	different types of food? How can we classify animals in terms of what they eat?					Explorify – odd one out – Tasty Web https://explorify.uk/en/activities/odd-one-out/tasty-web	
Key Question	What are the functions of the different types of teeth?	Which drink causes the most tooth decay?	where does our food go?	where does our food go?		Do you think human and animal digestive systems are the same? Why?	Can animals be both predators and prey?
Activity	In pairs, ask the children to use their mirrors to look closely at their teeth. Ask them to count how many they have and compare with their partner. Ask them to feel	Explorify – What If – What if we had no teeth? True / False: how the children a picture of a decaying tooth ask: What is tooth decay? What causes tooth decay? How do you know? I don't need to worry	Pre assessment – do children use prior knowledge of teeth at this point? Provide the children with a body outline and ask the children to label and draw anything they	Explorify – odd one out – our digestive organs digestive system model – whole class https://www.bbc.co.uk/bitesize/topic	Taps - DIGESTION MODELLING digestive system model – Groups	https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zdrbwty Explorify: what if we had four stomach parts like a cow?	Construct different food chains including producer, predator and prey Animal Where do you live? What do you eat?

	<p>their teeth with their tongue</p> <p>Do they all feel the same?</p> <p>Can you name any types of teeth?</p> <p>Introduce the 4 types of teeth. Ask the children to look closely and ask them what do they notice about each type? Size, shape etc... Return to using the mirrors and see if this time the children can identify the teeth they see; Can children count how many of each</p>	<p>about taking care of my baby teeth as I get new ones anyway! True or false? False! Poor dental care could cause other problems like gum disease and could also damage adult teeth (which are lying under the baby teeth waiting to emerge).</p> <p>Ask the children to think of a scientific question they could ask about tooth decay.</p> <p>Remind them we need to be able to test them so...</p> <p>TAPS - TEETH IN LIQUID</p>	<p>know about the digestive system.</p> <p>What is the digestive system?</p> <p>https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z9wk7p3</p> <p>digestive system work sheet - label and name function of each part of the digestive system</p>	<p>s/zf339j6/articles/zrm48mn</p> <p>Take photographs for children's books. Ensure the children know what digestion is, why our bodies need nutrients, and what happens during digestion.</p> <p>Children repeat their pre assessment diagram of the digestive system displaying everything they have found out from the practical demonstration.</p> <p>https://thehumanbodygame.co.uk/#pages/digt/info-digestion-full</p>		<p>What three ways can we organise animals according to their diets - carnivore, herbivore and omnivore ask children to write definitions and give examples for each.</p> <p>Ask why do animals eat different things? - Explain that human and animal diets partly depend upon what is available.</p> <p>Animals have slight adaptations to parts of their digestive system</p>	<p>What eats you?</p>
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type they currently have?

Give each child an apple, or piece of apple and ask them to bite into it.

What do they notice about the pattern left behind? Can they identify which types of teeth they have used to bite the apple?

As they eat ask them to consider the different teeth they use in their mouth when chewing. Ask the children why they think we have

Plenary: share the work of Paul Sharpe (Bioengineer who studies how to regrow teeth if they become damaged)

Give children time before next lesson to discuss and record Which drink caused the most/least tooth decay?

depending on their diet.

Explain that they will be researching the diets of different animals and completing fact files about their diets.

Choose Animal

- Where do you live?
- What do you eat?
- What eats you?

different types
of teeth?

<https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc>

Labelling and
matching
activity

<https://www.youtube.com/watch?v=th2ROcyH8Xw>

Do other
animals have
the same type
of teeth as
humans?

Why?

	Why not?						
SEN	Teeth model (if school has access to one) Share this with child. Teeth images to add key words to	Join in with class	Digestion labelling sheet	Consolidate previous lesson - naming digestive system Join in with class	Digestion model with group / adult	What different animals eat Carnivore Omnivore Herbivore	Food chains Sorting cards
Resources	<ul style="list-style-type: none"> • Apples • Mirrors • Teeth labelling • Animals skull images 	<ul style="list-style-type: none"> • Eggs • Orange juice • Water • Milk • Coke • Containers • Post it note • Investigation sheet 	<ul style="list-style-type: none"> • Digestive system worksheet 	<ul style="list-style-type: none"> • Tea towel • Glass of water • Glass of orange juice • Banana • Bowl • Biscuits • Sealable plastic bag • One leg from pair of tights 	Per Table: <ul style="list-style-type: none"> • Tea towel • Glass of water • Glass of orange juice • Banana • Bowl • Biscuits • Sealable plastic bag • One leg from pair of tights 	<ul style="list-style-type: none"> • Laptops/lpads • Information books 	<ul style="list-style-type: none"> •

					<ul style="list-style-type: none"> • Information books • Laptops / ipads 		
Key Vocabulary	Teeth, Molars, premolar, canines, incisors, chew, cut, grind	Tooth decay, teeth, incisor, canine, molar, premolars.	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus	herbivore, carnivore, omnivore, producer, predator, prey, food chain classify.	herbivore, carnivore, omnivore, producer, predator, prey, food chain classify.

Year 4	History: Ancient Egypt (Kapow What did the Ancient Egyptians believe?)						
<p>The Key thread of learning: This learning journey begins with children's knowledge of pre-history and understanding the jump in time to ancient history. Children will then recap on the timeline split from BC to AD. Learning will develop children's understanding of polytheistic belief compared with Hinduism which children learn in Autumn term 1.</p> <p>Prior learning: Children have learned about the creation story in RE which they can compare with the Egyptians' system of belief. The use of primary resources to evidence ancient history is developed from the Year 3 learning about the Stone Age.</p>							
Learning outcome	To know when and where the ancient Egyptians lived.	To explain the importance of the Egyptian gods and goddesses.	To evaluate the challenges of building an Egyptian pyramid	To explain how and why the Egyptians mummified people	To make inferences about Egyptian beliefs, using primary sources	To evaluate significant ancient Egyptian beliefs	End of Unit Assessment
Activity	<p>Recap how timelines are split into 2 sections BC and AD. What is a civilization?</p> <p>Explore the timeline to see which other civilizations were around at the same time as the Egyptians. Which of these civilizations lasted the longest?</p>	<p>Recap from previous lesson the 5 periods of Ancient Egypt.</p> <p>Explore the creation story of Ancient Egypt. Children use storyboard to support them retelling the story.</p> <p>Explore the Egyptian Gods and Goddesses focusing on</p>	<p>Recall from previous lesson - what did ancient Egyptians believe? Can you recall some of their gods/goddesses?</p> <p>Explore the Egyptian pyramids inside and out. What were they used for? What are the features of a pyramid?</p> <p>Consider the challenges that ancient Egyptians</p>	<p>Recap learning from previous lesson about constructing the pyramids</p> <p>Children explore mummification - what was it? Why did Egyptians mummify people? What did the process involve?</p> <p>Children explore the mummification process by attempting to mummify a tomato</p>	<p>Recall - can you recall the mummification process? What could have gone wrong?</p> <p>Explain how the Book of the Dead describes Egyptian beliefs about the afterlife and introduce children to hieroglyphs</p> <p>Explore how to find out about Egyptian life from Book of the Dead of Nakht.</p>	<p>Recall - play Key vocab bingo. Can they remember the definitions of the key vocab they have learnt?</p> <p>Pose the enquiry: What did the Egyptians believe? Can they make a list of the things they can recall from their learning.</p> <p>Children watch BBC video about Egyptian beliefs</p>	

	<p>Children explore what Egypt was like and where the Ancient Egyptians settled. Link to their Geographical knowledge of physical features to understand why they chose to create a settlement here. Children work in 3s to create a timeline of the Ancient Egyptian time period including all 5 periods</p>	<p>their features - human and animal - what did they symbolize? Chn create own God or Goddess.</p>	<p>would have faced when building - no modern machinery. Chn work in groups to design a pyramid and consider the challenges they will face and how to overcome them</p>		<p>Chn then use examples from the Book of the Dead to make inferences about Egyptian beliefs</p>	<p>and analyze it - strengths and weaknesses Chn make their own poster/fact file about what ancient Egyptians believed</p>	
SEN	<p>Cut a stick a pre made version of the timeline in chronological order</p>	<p>Use key pictures to sequence the Egyptian creation. Create a god/goddess as a group</p>	<p>Use construction resources to design and make a pyramid.</p>	<p>Join in with class activity with adult support</p>	<p>Chn label what different hieroglyphs represent and discuss with an adult what this might tell them about Egyptian life</p>	<p>Children match up the different beliefs of the ancient Egyptians with correct descriptions of the belief</p>	
Key words	<p>Civilization, delta, Egypt, Late Period, Lower Egypt, Middle</p>	<p>Atum, Horus, Nun, Ra, Isis, Osiris, Sekhmet,</p>	<p>Casing stone, foundations, pulley, quarrying, pharaoh,</p>	<p>Amulet, canopic jars, embalmer, immortal, linen,</p>	<p>Ankh, Anubis, Book of the Dead, Opening of the mouth ceremony,</p>	<p>Criteria, historically significant, strength,</p>	

	Kingdom, New Kingdom, Old Kingdom	creation story, God, Goddess	limestone, pyramid, ramp	natron, preserve, resin	hieroglyphics, Osiris, Papyrus, weighing of the heart ceremony	weakness, belief, evaluate	
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Year 4 Autumn Term- Drawing <https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/>

Prior Knowledge:

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.
- Draw a framed selection of an image onto a large scale with some guidance.
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

Golden Thread: In this unit children continue to develop their understanding of tone, proportion and how to mix different media for effect. Children begin to see how their marks and drawings can be turned into prints. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Begin to show awareness of representing texture through the choice of marks and lines made. Attempt to show reflections in a drawing. Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.

Learning outcome		To draw using tone to create 3D effect	To explore proportion and tone when drawing	To plan a composition to explore mixed media drawing	To use shading techniques to create pattern and contrast	To work collaboratively to turn drawings into prints
Activity		Observational line drawings-using pencil tone to turn 3D	Using understanding of tone in new medium	Create collage to develop drawing composition.	Hatching using pattern and contrast	Showcasing learning by working in groups
SEN		Line drawings of real life object	Experimenting with different materials to draw a real life object	Collage to create real life object	Shading activity using images	
Key word		<ul style="list-style-type: none"> • contrast • gradient • observational drawing • shading 	<ul style="list-style-type: none"> • blend • charcoal • mark-making • proportion • shading 	<ul style="list-style-type: none"> • collage • composition • contrast • highlight • mixed media 	<ul style="list-style-type: none"> • contrast • cross-hatching • hatching • parallel • pattern 	<ul style="list-style-type: none"> • abstract • block print • collaborate • collaboratively • composition

		<ul style="list-style-type: none"> • shadow • three dimensional (3D) • tone 	<ul style="list-style-type: none"> • shadow • tone 	<ul style="list-style-type: none"> • precision • symmetrical • wax-resist 	<ul style="list-style-type: none"> • shading • symmetry • three-dimensional • tone • viewfinder 	<ul style="list-style-type: none"> • contrast • engraving • figurative • hatching • monoprint • tone
Learning Powers		• Attention	• Attention	• Attention	• Attention	• Socialising

Computing Year 4 Autumn 2

Learning Outcome	Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	To identify the risks and benefits of installing software including apps	To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.	To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.	To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.		
Activity	<u>4.2 online safety</u> Reply to email activity. Complete the 2Do activity called 'Email Practice'.	<u>4.2 online safety</u> Downloading software Complete the 2Respond activity ' <u>Downloading Software</u> '	<u>4.2 online safety</u> Investigating plagiarism. Complete the plagiarism quiz. Home study activity	<u>4.2 online safety</u> Healthy screen time. Create a Screen Time Database to investigate how our class spend their screen time.	<u>4.2 online safety</u> Healthy screen time. Create a Screen Time Database to investigate how our class spend their screen time.		
SEN	Poster	Poster	Continue poster	Present poster	Present poster		
Keywords	Report Smart Rules Spam Attachment Phishing Digital footprint	Report Smart Rules Spam Attachment Phishing Malware Software Virus Adfly	Plagurism Watermark Citation Copyright Collaborate	Data analysis	Collaborative data base		

		Ransomware Cookies					
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<p>Year 4 - Autumn 2</p>	<p style="text-align: center;">Clothes - Getting dressed in France</p> <p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/clothes-getting-dressed-in-france/</p>
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Unit Outcomes

- 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.
- Put the colour adjective after the noun.
- Make an intelligible attempt to spell new words.
- Write accurately using a support and the correct form of the adjective in the correct position.
- Say a sentence using **J'aime** or **Je n'aime pas**.
- Use **il/elle** correctly and put the adjective in the correct position in relation to the noun.
- Put the right agreement on the adjective where relevant.

Key Threads of Learning

- To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use **mon** (m.), **ma** (f.) and **mes** (pl.)
- To know that some adjectives do not change when describing a feminine noun (**orange**, **marron**, **à pois**).
- To know that **je aime** (I like) becomes **j'aime** and **je ne aime pas** becomes **je n'aime pas** to help with pronunciation.
- To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. **jaune/rose**).
- To know whether to use the pronouns **il** or **elle** (he or she) when describing what someone is wearing.

Learning Outcome	To recognise and use vocabulary relating to clothing.	To add colour adjectives, adapting the suffix in accordance with gender.	To understand adjectival position and agreement for gender and number.	To express an opinion (like/dislike).	To describe an outfit using adjectives correctly.	Assessment - on Kapow
Activity	Lesson 1 - Clothes in French Introduce items of clothing on slide. Children to label items of clothing on their worksheet.	Lesson 2 - Clothes and colours in French Label the items of clothing in the suitcase	Lesson 3 - Where do adjectives go in French	Lesson 4 - A French clothes catalogue Cut out images of different clothing. Stick into books and write a description.	Lesson 5 - What is our French model wearing? Design an outfit and describe it.	Lesson 6 Assessment on Kapow
Sen	Work with an adult to reinforce the idea of gender and the possessive adjective (my) and sort the nouns accordingly. Use the worksheet or write the words on sticky notes and sort them into piles for mon, ma and mes .	Have pictures of clothing. Adult to say the word and children to say verbally, could extend by labelling.	Could work in pairs or small groups, choosing the correct adjective card and match with description of	Cut out pictures from selection. Use only words of size and colour to	Look at pictures from books of familiar characters, use one word to describe what the character is wearing.	

			item of clothing.	describe them.		
Keywords	un T-shirt, un short, un chapeau, un maillot de bain, un pantalon, une culotte, une chemise, une veste, des bottes (f), des chaussettes (f), des lunettes (f), des baskets (f), mon (masc. sing.), ma (fem. sing.), mes (plural), je porte	un T-shirt, un short, un pantalon, un chapeau, un maillot de bain, une culotte, une chemise, une veste, des chaussettes (f), des bottes (f), des lunettes (f), des baskets (f), un pull, un maillot de foot, mon (masc. sing.), ma (fem. sing.), mes (plural)	un T-shirt, un short, un pantalon, un chapeau, un maillot de bain, une culotte, une chemise, une veste, des chaussettes (f), des bottes (f), des lunettes (f), des baskets (f), des chaussures (f), un pull, une jupe, une robe, un manteau, mon (masc. sing.), ma (fem. sing.), mes (plural), bleu, rouge, vert, jaune, orange, marron, rose,	un T-shirt, un short, un pantalon, un chapeau, un maillot de bain, une culotte, une chemise, une veste, des chaussettes (f), des bottes (f), des lunettes (f), des baskets (f), un pull, une jupe, une robe, un manteau,	un T-shirt, un short, un pantalon, un chapeau, un maillot de bain, une culotte, une chemise, une veste, des chaussettes (f), des bottes (f), des lunettes (f), des baskets (f), un pull, des chaussures, un manteau, une jupe, une robe, bleu, rouge, jaune, vert, orange, rose, marron, violet, blanc, noir, grand, petit, brillant, à pois, à carreaux, à rayures, il porte, elle porte, j'aime, je n'aime pas	un T-shirt - a T-shirt, un short - shorts, un pantalon - trousers, un chapeau - a hat, un maillot de bain - a swimsuit, une culotte - pants, une chemise - a shirt, une veste - a jacket, des chaussettes (f) - socks, des bottes (f) - boots,

			<p>violet, noir, blanc, il porte, elle porte, grand, petit</p>	<p>des chaussures , je porte, il porte, elle porte, bleu, rouge, jaune, vert, noir, blanc, orange, rose, violet, marron, grand, petit, brilliant, à pois, à carreaux à rayures</p>		<p>des lunettes (f) - glasses, des baskets (f) - trainers, un pull - a jumper or pullover, mon (masc. sing.) - my, ma (fem. sing.) - my, mes (plural) - my, dans ma valise il y a... - in my suitcase there is..., un maillot de foot - a football shirt,</p>
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						<p>c'est de quelle couleur ? - what colour is it?, c'est - it is, rouge(s) - red, orange - orange, jaune(s) - yellow, vert(s) (m), verte(s) (f) - green, bleu(s) (m), bleue(s) (f) - blue, rose(s) - pink, violet(s) (m), violette(s)) (f) - violet,</p>
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						marron - brown
Outcomes	<ul style="list-style-type: none"> I can pronounce new vocabulary. I can build a statement from this new vocabulary. I understand and can use appropriate determiners: un, une, des, mon, ma, mes. 	<ul style="list-style-type: none"> I know that I need to add an 'e' to the adjective if it is describing a feminine (la/une) word. I know to put the colour adjective after the noun (object). 	<ul style="list-style-type: none"> I can describe where colour words come in a sentence (after the noun). I can describe where size words come in a sentence (before the noun). I can add an 's' to 	I can say if I like or dislike an outfit. I can use a range of adjectives to describe clothing. I can label items of clothing using nouns and adjectives.	I can say what someone is wearing. I can use il or elle accurately. I know when adjectives need to go before or after the noun. I can put the right ending on an adjective to make it agree with its noun.	

		<ul style="list-style-type: none">I can recognise the written form of new words.	<p>the adjective if it is describing a plural word.</p> <ul style="list-style-type: none">I can identify a description based on a spoken sentence.			
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Prior Knowledge:

- identify the structure of a piece of music.
- identify layers in a piece of music.
- play a sequence in time in the correct order.
- play two contrasting rhythms together.
- play two different melodies together.

Key Threads of Learning: In this unit the children will learn about the features of rock and roll music. They will learn how to play the Hand Jive and Rock around the Clock, focusing on a walking bass line. They will develop performing skills to perform as a whole class.

Learning Outcome	To stay in time to piece of rock and roll music.	To perform in the style of a piece of music.	To play a walking bass line on tuned percussion.	To accurately play a rock and roll bass line.	To accurately play a rock and roll piece of music.	To perform a rock and roll piece of music to an audience	Assessment
<p>Activity</p>	<p>Listen to Blue Suede Shoes. Discuss what they like/dislike about it. In floor books children record any patterns they identify, describe using musical vocabulary. Listen to Rock around the clock. Introduce key elements of Rock and Roll. Discuss features. Listen to <i>Rock around the Clock</i> and <i>Oh Boy</i>.</p>	<p>Recap actions to the hand jive. Perform <i>Born to Hand Jive</i> as a class. Listen to Rock around the Clock. Explore the lyrics, Divide class into groups and ch learn section of lyrics. Ch create actions to accompany their section of the song. Pefrom song with actions and film</p>	<p>Listen to <i>Walking bass Line Track</i> and ch draw overall shape that the pitch of the notes makes. Explore ‘bass’ and which instruments may play the bass line. Ch work in pairs Using keyboard identify ‘black notes’ A sharp and D sharp. Demonstrate first section of walking bass. Give children time to practice. Demonstrate</p>	<p>In small groups recap walking bass line. As a group can they remember whole melody? In pairs practise sections already learned, Demonstrate the last line. Give children ample time to practise. Rehearse all sections together. Ch perform walking bass in time to <i>Rock around the clock</i>.</p>	<p>Rewatch recording of <i>Rock around the Clock</i> from week 2. Recap and perfrom song including actions. Use untuned percussion to play rhythms accurately and in time. Select children to play the following parts: Bass line Percussion Singing. Rehearse and prepare for performance.</p>	<p>Perform to an audience of other Year 4 classes. Evaluate performances of others.</p>	<p>Assessment Quiz</p>

	Watch Born to Hand Jive-Glee. Practise Hand Jive moves slowly. Perform as a class to <i>Born to Hand Jive</i>	performance.	second section and give children time to practice. Ch perform walking bass in time to <i>Rock around the clock</i> .				
SEND	Break dance in to smaller sections. Focus on section 1- hit legs/clap hands	Learn v 2 or 4 using visual prompts to support.	Use simplified version. Annotate keys with coloured stickers and match colour of notes to these.	Use simplified version. Annotate keys with coloured stickers and match colour of notes to these.	Play un-tuned percussion part with visual prompts		
Key words	Rock and Roll Hand jive Tempo Dynamic 1950s	Rock and Roll Hand jive Tempo Dynamic 1950s	Rock and Roll Hand jive Tempo Dynamic 1950s	Rock and Roll Hand jive Tempo Dynamic 1950s Notation Style	Rock and Roll Hand jive Tempo Dynamic 1950s Notation Style		
Outcomes	To know where rock and roll music comes from. To identify the main instruments used in rock and roll. To move in time to the music.	To sing accurately in a small group. To sing in time. To sing in tune.	To describe what a walking bass line sounds like. To read graphic notation. To play a simple walking bass line.	To understand different musical notation. To play a walking bass line accurately. To play a walking bass line in time.	To play in time and keep and play a steady beat. To accurately perform a part as part of an ensemble.		

Year 4 RE Autumn 2

Learning outcome	To understand what it means to be Jewish	To understand the religious laws set in the Torah around kosher and how these affect a Jewish believer	To explain the symbolism behind Jewish practice at Pesach	To understand what Jews believe about God and how this affects their life today	To understand how Jewish people follow the Torah and how it affects their life today?	To identify similarities and differences between prayers across other religions and how this affects religious believers today?	Assessment
Prior Knowledge	<p>What does your belief mean to you?</p> <p>What does a traditional believer look like in your faith?</p> <p>What do Jewish people believe in?</p> <p>Where do Jewish people believe in?</p> <p>What are some rules that Jews believe in? - Think about 10 Commandments</p>	<p>Why do religious believers follow certain rules?</p> <p>Is there another religion which may have rules surrounding food items? Is there certain foods you do not eat?</p> <p>What is the Torah and how does this guide how a Jewish person lives their life?</p>	<p>Story of Exodus</p> <p>What are the main themes of the story of Exodus</p> <p>Jewish practices</p>	<p>How many Gods do you believe in?</p> <p>Meaning of prayer and why do many people pray</p> <p>Words related to the word God - i.e. Creator, Almighty, King, Lord, Powerful, Truth, Eternal</p>	<p>What is the Torah?</p> <p>Why is the Torah important to Jews?</p>	<p>What other religions can you think of?</p> <p>Based on prior knowledge and what they have learnt so far, what similarities and differences can they make between religions and their own beliefs - including atheism, agnosticism and humanism.</p>	

<p style="text-align: center;">Activity</p>	<p>Present children with range of Jewish people including those who may look 'traditionally' Jewish in terms of clothing and others that do not and are from range of ethnicities i.e. China, India and Africa. This includes Stephen Spielberg, Mark Zuckerberg, Albert Einstein, Jesus. Can children make links between any of the people - i.e. are they famous or not, men/women and whether any think of religion. Ask pupils to think about whether it is easy or difficult to tell that someone is Jewish just by looking at</p>	<p>Why might a Jewish person keep kosher?</p> <p>Explain that the Torah includes many laws about which foods Jewish people may or not eat.</p> <p>Kosher means 'clean' or fit for purpose.</p> <ul style="list-style-type: none"> - i.e. meat should be from animals with split hooves and which chew the chud - fish should have fins and scales - no eating shellfish or insects - milk and meat not to be 	<p>Teacher to have picture of a seder plate and each group to nominate 1 person to go up and view the picture. Nominated pupil has 20 seconds to view the image and then go back to the group and describe it where the group draws on a piece of paper. Allow them time to decide what they know about the plate and what they would like to know. Tell pupils how the seder plate helps Jewish people to remember the story of the Exodus.</p>	<p>Explain that many Jews treat the name of God with greatest respect and no word or name is equivalent to God</p> <p>Many use 'Hashem' - 'The Name' to refer to God and considered sacred by Jews</p> <p>Children to look at translation of the first paragraph of the Shema - Deuteronomy 6:4-9</p> <p>Children to explain to the class and what their interpretation of how Jews view God. Introduce how Jews remember the Shema through mezuzah where paragraph of the Shema is inside it and that many Jews have a tradition</p>	<p style="text-align: center;">Refresh memory sing short video www.bbc.co.uk/education/clips/z834wmn</p> <p>Explain that many Jews believe the words in the Torah are the word of God. Share story of how Moses received the Torah from God when he was on Mount Sinai.</p> <p>www.cleo.net.uk/resources/displayframe.php?src=465/consultants_resources%2Freligiouseduc%2Fjudaisms%2Fservice.html</p> <p>Arrange visit to the Synagogue to learn more about how the words in the Torah are reminders for Jews within the Synagogue.</p> <p>www.bbc.co.uk/education/clips/zrsb9j6 Can pupils identify how the words in the Torah are being treated (e.g. being carried, bells so everyone can hear it coming, touched with prayer shawls which are then kissed, velvet mantle for protection and beautification that often has meaningful symbols on it, crown on top etc.) and why they are treated in this way?</p>	<p>Children to go back to the questions they wrote at the beginning of the term and to answer these questions based on what they have learnt throughout the term and if there is anything else they are curious about</p> <p>Organize a guest speaker where children can take notes and ask questions based on what they have learnt</p>	
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	<p>them and that they may live in different countries of the world or have different ethnicities.</p> <p>Ask children to write 4 questions about Judaism that they have been wondering about. At least 2 of these questions should be open.</p>	<p>eaten together</p> <p>Is there anybody who will not eat certain foods for religious or ethical reasons? Discuss with partner.</p> <p>Kosher is traditional Jewish food e.g. challah bread and packets of kosher food - which can be bought from kosher sections of local supermarkets. They have a 'hechsher' - mark to show they are kosher on them</p> <p>Study laws of kosher and consider what a Jewish person might</p>	<p>Teacher to recap Exodus story through relevant video. Stop throughout to pose questions to pupils such as what slavery would have been like. What restrictions would have been put on the slaves e.g. not being free to choose what to do with your time, unable to worship God in the way that you choose, eating meals and vulnerability?</p> <p>Explain how the Exodus is remembered at Pesach? What is Pesach? Jewish people remember the story of</p>	<p>of touching or kissing it when entering a room or somebody praying wearing a tefillin which has paragraph of the shema inside.</p> <p>After discussion children to write in their book how prayer is used to describe God and how Jews today may view God - i.e. belief in only one God, people should love God and God is eternal. Children to pick out important words from the Shema and why they are important to Jewish people</p> <p>GD questions can ask how this might compare with other religions and views about God. How do they differ?</p>			
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		<p>be able to eat for their meals.</p> <p>Put sign on one side of the room labelled kosher = clean and the other side of the room labelled trefah = not allowed</p> <p>Teacher to put slides up of food and children to categorize, using criteria above on food Jewish people can eat, into whether it is kosher or trefah</p> <p>Pupils to write out a plan for a menu with a starter, main course and dessert. Draw the food for the meal onto plate template and annotate choice of food and why,</p>	<p>the Exodus every year through festival of Pesach. Pupils to understand why Jews do not eat food with yeast in and look at food boxes (Matzot) to see whether they are kosher for Pesach. Children to understand the symbolism of each item on seder plate and to think about which ones relate to the Pesach story?</p> <p>What are important themes of Pesach? -i.e. freedom, God, power, suffering, leadership, slavery, vulnerability, good, evil, plagues.</p>				
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		according to kosher rules.	Pupils to think about which is the most important at Pesach.				
SEN		<p>Children to look at food wrappers and sort foods into categories they may or not buy which are in line with kosher rules.</p> <p>Children to stick pictures of wrappers in book in table showing which is kosher which is not.</p>	<p>Draw pictures of the different themes around the story of Exodus on a template of seder plate to link back to Pesach</p> <p>Or match pictures to corresponding keywords</p>	<p>Think about why it is important to remember certain words and link back to why Jews remember certain words and how?</p> <p>To watch cartoon and draw a sketch retelling the way Jews interpret God.</p>	<p>Look at pictures of artefacts and match to the key words and their meanings to extend their knowledge. Children to write about each artefact</p>	<p>Match the prayers with the religions and the religious believers</p>	
Key words	<p>Identity</p> <p>Jewish</p> <p>Diversity</p> <p>Community</p> <p>Beliefs</p>	<p>Kosher</p> <p>Hechsher</p> <p>Torah</p>	<p>Pesach</p> <p>Exodus</p> <p>Kosher</p> <p>Worship</p> <p>God</p> <p>Matzot</p>	<p>Tefillin</p> <p>Shema</p> <p>Mezuzah</p> <p>Almighty</p> <p>God</p> <p>Belief</p> <p>Hashem</p>	<p>Torah</p> <p>Moses</p> <p>Mount Sinai</p> <p>Origin</p> <p>Sacred text</p>	<p>Kosher</p> <p>Comparison</p> <p>Worship</p> <p>Identity</p> <p>Belief</p> <p>Faith</p>	
Outcomes	<ul style="list-style-type: none"> - Describe 3 things that Jewish people believe about God - Begin to identify the impact of the Torah on the lives of Jewish people - Recognize similarities and differences between stories in the Torah and in other religious traditions <ul style="list-style-type: none"> - Suggest reasons why a Jewish person might keep kosher - Reflect on what matters most in the story of the Exodus 						

	<ul style="list-style-type: none">- Explore and explain the symbolism behind Jewish practice at Pesach- Understand the importance of marking a religious event with symbolic food and actions to an event in my own life
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<p>Learning outcome</p>	<p>That characteristics of a healthy family include commitment, care, protection and being there for each other in times of difficulty. .</p>	<p>That all family units have the capacity to provide love and care (including single parents, two mums/dads families, step-families, blended families, foster families, adoptive families, unmarried</p>	<p>Anti-Bullying week</p>	<p>The characteristics of friendship include: mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences.</p>	<p>That friendships have ups and downs and to be aware of how to work though repair and even strengthen without the need for violence.</p>	<p>How to judge who to trust and not to trust.</p>	<p>LI: To begin to understand the importance of keeping track of money. SC: I understand why it is important to keep track of money I can track how much money has been spent I can work out how much money is left I can explain some ways of tracking money</p>
<p>Activity</p>	<p>Image of family- in groups add key words that show what key ingredients are needed in a family</p>	<p>Discussion over different types of family- does this matter? Drawing of our own family</p>	<p>Image of bully and discussion around what bullying looks like/ who we can turn to etc.</p>	<p>Role play around good friendships- Image of a good friend to add to books</p>	<p>Scenarios to work out how they would deal with different situations</p>	<p>Images and discussion around trust Key individuals we can trust</p>	<p>Teaching: https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-4/economic-wellbeing/lesson-2-keeping-track-of-money/ Explain to the children that when we are paying for things in different ways, particularly if we use cards or a phone to make a payment, it can be easy to lose track of how much we have spent. We are going to be looking at different ways to keep track of money. Tell the children that they are going to look at some stories and work out how much money the people have spent and have left. Put the children into pairs and give each pair a copy of the Activity: Budgeting scenarios sheet. Ask them to work though Scenario 1.</p>

							<p>Ask the class to then share their answers. Ask them how Adam could have kept track of his spending, e.g. writing everything down or keeping receipts.</p> <p>Discuss how the children in the scenarios could have kept track of their money, such as:</p> <p style="text-align: center;">Writing down what they have spent. Using an app. Checking their bank balance. Counting their cash.</p>
SEN	Images of fictional families to add key words to	Draw own family	Bullying image to talk through	Picture of a friend and add key words	Images of difficult situations to add words/sentences to	Acting out being a good friend with small characters	Differentiation: Mixed ability role play
Key words	Comitment Care Protection	Family types	Bullying Bully	mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences. Friendship	<u>Repair</u> <u>Friendships</u>	Judge	Debit card Bank account Track Bank Statement