



We learn much more in Year 4!

Year 4 Curriculum

The Federation of Nettlestone & Newchurch

	AUTUMN	SPRING	SUMMER
SCIENCE KNOWLEDGE	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways. I can explore and use a classification key to group, identify and name a variety of living things in the local and wider environment. I can recognise that environments can change and that this can sometimes pose a danger to living things. <p>Electricity</p> <ul style="list-style-type: none"> I can identify common appliances that run on electricity. I can construct a simple series electric circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can 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. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators and associate metals with being good conductors. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Sound</p> <ul style="list-style-type: none"> I can identify how sounds are made associating some of them with something vibrating. I can recognise that vibrations from sound travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produce it. I can find patterns between the volume of the sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. <p>States of Matter</p> <ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases. I can observe that some materials change state when they are heated or cooled. I can measure or research the temperature at which different materials change state in degrees Celsius (°C) I can identify the part that evaporation and condensation has in the water cycle. I can associate the rate of evaporation with temperature.
<p>WORKING SCIENTIFICALLY</p> <p>To be developed across the year</p>	<p>PLANNING</p> <ul style="list-style-type: none"> I can raise my own relevant questions about the world around me and use different types of scientific enquiries to answer them I can start to make my own decisions about the most appropriate type of scientific enquiry to answer the question I can set up simple practical enquiries, comparative and fair tests I can recognise when a simple fair test is necessary and help to set it up I can talk about criteria for grouping, sorting And classifying and use simple keys 	<p>OBTAINING AND PRESENTING EVIDENCE</p> <ul style="list-style-type: none"> I can make systematic and careful observations I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used I can begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them I can take accurate measurements using standard units, using a range of (new) equipment including thermometers I can gather, record, classify and present data from my observations and measurements in a variety of ways I can record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables 	<p>CONSIDERING EVIDENCE AND EVALUATING</p> <ul style="list-style-type: none"> I can, with help, look for changes, patterns, similarities and difference in my data in order to draw simple conclusions and answer questions I can use relevant simple scientific language to discuss my ideas I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can, with help, identify new questions arising from the data, make predictions for new values within or beyond the data I have collected and find ways of improving what I have already done

	<ul style="list-style-type: none"> I can recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations 	<ul style="list-style-type: none"> I can help to make decisions about how to analyse this data 		
<p>HISTORY</p> <p>KNOWLEDGE</p> <p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Knowledge</p> <p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica <p>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>The achievements of the earliest civilizations</p> <p>An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> I can plot recent history on a timeline using centuries. I can place periods of history on a timeline showing periods of time. I can use my mathematical skills to work exact time scales and differences as needs be. I can use dates and historical language in my work. I can begin to build up a picture of what main events happened in Britain/ the world during different centuries. 	<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> I can explain how events from the past have helped shape our lives. I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. I can explain that people who lived in the past cooked and travelled differently and used different weapons from ours. I can recognise that the lives of wealthy people were very different from those of poor people through time. I can begin to appreciate that how we make decisions has been through a Parliament for some time. 	<p>Historical enquiry</p> <ul style="list-style-type: none"> I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. I can research more than one version of an event and say how they differ. I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. I can give more than one reason to support an historical argument. I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.
<p>GEOGRAPHY</p> <p>KNOWLEDGE</p> <p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>LOCATIONAL AND PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. I can state the difference between the British Isles, Great Britain and UK. I can name up to six major cities in the UK and locate them on a map and state which county they are in. I can name the major rivers of the UK and locate them on a map. I can locate and name some of the main islands that surround the UK. I can name the areas of origin of the main ethnic groups in the UK & in my school. 	<p>HUMAN GEOGRAPHY</p> <ul style="list-style-type: none"> I can explain why people are attracted to live by rivers. I can state how human activity contributes to the pollution of river ways. <p>Challenge</p> <ul style="list-style-type: none"> I can explain how people are trying to manage their environment. 	<p>PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> I can locate the major topographical features of the UK and can locate them on a map e.g. Ben Nevis, Peak District etc. I can, with support, create a topographical map of the IOW showing land use patterns. I can explain why many cities of the world are situated by rivers. I can explain the journey of a river from source to sea. I can explain how the water cycle works. I can describe and understand rivers and the water cycle. I can complete local river study - including simple fieldwork. <p>Challenge</p> <ul style="list-style-type: none"> I can explain how a locality has changed over time with reference to physical features. 	<p>GEOGRAPHICAL ENQUIRY AND FIELDWORK</p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can identify the 8 point compass directions; North; North East; East; South East; South; South West; West; North West to follow and give directions to build up knowledge of UK and the wider world. I can use four-figure grid references to locate features on a map. I can draw an accurate map of a short route using OS symbols. I can ask questions and answer questions about places and environments to aid investigations and express my opinions relating to issues. I can carry out research and make observations to identify land use patterns in the local area.

	<ul style="list-style-type: none"> • Challenge • I can name and locate many of the world's major rivers on maps. 			<ul style="list-style-type: none"> • I can measure using simple instruments, digital technologies and can measure more than one aspect at once. • I can describe the benefits and limitations of data collection methods. • I can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.
ART AND DESIGN KNOWLEDGE, SKILLS AND UNDERSTANDING	USING MATERIALS <ul style="list-style-type: none"> • I can integrate digital images into artwork. • I can use sketchbooks to help create facial expressions • I can experiment with different texture • I can use photographs to help create reflections 	DRAWING <ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings • I can use marks and lines to show texture in art. • I can use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections 	USE OF COLOUR, PATTERN, TEXTURE, LINE, FORM, SPACE & SHAPE <ul style="list-style-type: none"> • I can print onto different materials using at least four colours. • I can begin to adapt and apply colours to achieve tonal effects, patterns and textures • I can make drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience • I can sculpt clay and other mouldable materials. • I can paint using a wide variety of brushes and use mixing palettes or plastic plates and water pots 	RANGE OF ARTISTS <ul style="list-style-type: none"> • I can experiment with the styles used by other artists. • I can explain some of the features of art from historical periods. • I can talk about how different artists developed their specific techniques <p>Focus on: William Morris Marc Quinn Michelle Reader</p>

DESIGN AND TECHNOLOGY KNOWLEDGE, SKILLS AND UNDERSTANDING	DESIGN <ul style="list-style-type: none"> • I can research and use ideas from other people when designing. • I can annotate my designs to explain it. • Preserve and adapt plans when original plans do not work. • I can make prototypes to explain ideas and see if they work. 	MAKING <ul style="list-style-type: none"> • I can say which tools to use for a particular tasks and show knowledge of handling the tools. • I can say which material is likely to give the best outcome. • I can measure accurately. • I can show resilience in my work, even when my original ideas may not work. • I can make a porotype to see if they work. 	EVALUATING <ul style="list-style-type: none"> • I can evaluate and make suggest improvements for my design. • I can evaluate products for both their appearance and purpose. • I can explain how my original design has been improved. 	TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> • I can link scientific knowledge by using light, switches and buzzers. • I can electrical systems to enhance the quality of the product. • I can use IT where appropriate to add to the quality of the product. • I can discuss famous inventors/designers and explain the theory behind the product. 	FOOD TECHNOLOGY <ul style="list-style-type: none"> • I can say how to be both hygienic and safe when using food. • I can bring a creative element to the food product being designed.
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MUSIC KNOWLEDGE, SKILLS AND UNDERSTANDING To be developed across the year	COMPOSE, USE AND UNDERSTAND <ul style="list-style-type: none"> • I can use non-standard notations to record and interpret sequences of pitches. • I can use notations to record compositions in a small group or on my own. • I can use my notation in a performance. 	LISTENING AND APPRECIATING <ul style="list-style-type: none"> • I can explain the place of silence and say what effect it has. • I can start to identify the character of a piece of music. • I can describe and identify the different purposes of music. • I can they begin to identify with the style of work of Beethoven, Mozart and Elgar. 	SINGING, PLAYING AND INSTRUMENT AND PERFORMING <ul style="list-style-type: none"> • I can sing songs from memory with accurate pitch. • I can adapt my voice with an awareness of others while singing. • I can perform a simple part rhythmically e.g. on recorder or untuned/ tuned percussion. • I can improvise using repeated patterns. • I can begin to read simple musical notation on a staff or otherwise.
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Suggested Charanga Units	Autumn 1 Charanga UNIT 1 Mama Mia	Autumn 2 Performance - sing and play Christmas Carol Concert	Spring 1 Charanga Glockenspiel Stage 2	Spring 2 Performance - singing Year 3/4 Production	Summer 1 Orchestra - The Music of Beethoven	Summer 2 Charanga UNIT 4 Lean on Me OR UNIT 5 Blackbird
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The interrelated dimensions of music should be referred to throughout - pitch (high or low notes); duration (long and short notes); tempo (fast or slow) and dynamics (loud or quiet); structure (order of sections of music e.g. verse, chorus, verse); timbre (quality of sound e.g. a reedy or woolly sound).

<p>COMPUTING</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>MULTIMEDIA TEXTS AND IMAGES</p> <p>Word Processing</p> <ul style="list-style-type: none"> I can format images for a purpose. I can use formatting tools to create an effective layout. I can use the spellcheck tool. I can insert and format a table in a word processing document I can change a page layout for a purpose. I can create hyperlinks within a word document <p>Using & Applying</p> <ul style="list-style-type: none"> I can use appropriate software to design, create and present details of a new cartoon character. I can design and create an original character using appropriate software. I can use appropriate software to tell a story involving my new cartoon character. I can use other software to create an additional description or materials linked to my character. I can combine software to present information about my character. 	<p>MULTIMEDIA, SOUND AND MOTION</p> <p>Animation</p> <ul style="list-style-type: none"> I can describe early forms of animation before computers and how computers have made a difference. I can create a short computer animation using one or more moving stick figures. I can create a recorded animation involving a number of moving characters on a background. I can structure specific timing of animations using a time slider. I can use a camera to create a short stop-motion animation film. I can analyse and evaluate software. 	<p>CODING AND PROGRAMMING</p> <p>Programming Turtle Logo</p> <ul style="list-style-type: none"> I can create and debug an algorithm to create a procedure. I can create and debug an algorithm that uses setpos to draw shapes. I can create and debug an algorithm with different colours. I can create and debug an algorithm to fill areas with colour. I can create and debug an algorithm to produce text. I can create and debug an algorithm to draw arcs. <p>Scratch: Questions & Quizes</p> <ul style="list-style-type: none"> I can compare quizzes and decompose a problem into smaller parts. I can write and debug a program. I can use sequence and selection. I can write and debug a programs which use sequence and repetition. I can work with variables. I can write and debug a program which uses sequence. I can write a program. I can design, write and debug my own program by selecting appropriate visual block commands to create a sequence. 	<p>ONLINE SAFETY</p> <ul style="list-style-type: none"> I can identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online. I can use a search engine accurately. I understand the term 'plagiarism' and how to avoid it. I can create a safe online profile. I can explain how to be a responsible digital citizen. I can create an online safety superhero character.
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PHYSICAL EDUCATION KNOWLEDGE, SKILLS AND UNDERSTANDING	Autumn 1 <ul style="list-style-type: none"> • Fitness / Invasion games 	Spring 1 <ul style="list-style-type: none"> • Invasion games / Dance 	Summer 1 <ul style="list-style-type: none"> • Striking and fielding / Athletics 	
	Autumn 2 <ul style="list-style-type: none"> • Gym / Athletics 	Spring 2 <ul style="list-style-type: none"> • Invasion Games / Outdoor and Adventurous Activities 	Summer 2 <ul style="list-style-type: none"> • Striking and Fielding / Net Games 	
	INVASION GAMES <ul style="list-style-type: none"> • I can play 3vs1 and 4vs1 and know how to use the space and help each other. • I can score more regularly without making as many mistakes. • I can choose and adapt my techniques to keep possession and give my team chance to shoot. • I can plan ideas and tactics similar across invasion games. • I know what rules are needed to make games fair. • I can understand simple patterns of play. • I can evaluate how successful our tactics have been, use appropriate language to describe performance and identify what I do that makes things difficult for my opponents. • I know what they need to improve my game and what I need to practice 	GYMNASTICS <ul style="list-style-type: none"> • I can devise, perform and repeat sequences that include travel, body shapes and balances. • I can help others change their sequences. • I can work with a partner. • I can adapt my sequences to include apparatus and to suit a partner or small groups. • I can compare and contrast similar performances. • I can suggest ways to improve the quality of my sequence. 	DANCE <ul style="list-style-type: none"> • I can explore and create characters and narratives in response to a range of stimuli. • I can describe, interpret and evaluate my own and others' dances, taking account of character and narrative. 	NET AND WALL GAMES <ul style="list-style-type: none"> • I can play games using throwing and catching skills. • I can vary strength, length and direction of throw. • I can understand how I can make it difficult for opponent to receive ball. • I can understand where to stand when receiving. • I can understand attack and defence tactics. • I can understand rules about the games. • I can describe what others do and what they find hard. • I can talk about how to change the court to make it easier/harder. • I can say what I do well in a game and what I need help with and what I need to practice.
	STRIKING AND FIELDING <ul style="list-style-type: none"> • I can choose and use a range of simple tactics and strategies. • I can keep, adapt and make rules for striking and fielding games. • I can recognise good performance and identify the parts of a performance that need improving. • I can say what I have done well in a game and what I need help with and what I need to practice. 	MULTISKILLS AND ATHLETICS <ul style="list-style-type: none"> • I can run for short distances and times, and for longer distances and times. • I can keep a steady pace when running. • I can practise 5 basic jumps e.g hop, step and jump. • I can combine basic actions and form simple jump combinations. • I can throw into a target using slinging, pushing and pulling actions. • I can describe and evaluate the effectiveness of performance and recognise aspects that need improving. 	OUTDOOR & ADVENTUROUS <ul style="list-style-type: none"> • I can orientate simple maps and plans • I can mark control points in correct position on my map or plan (e.g. where they find an object when following a photo trail) • I can find my way back to a base point. • I can co-operate to share roles within a group • I can listen to other children's ideas when planning a task • I can change my ideas if they are not working • I can take responsibility for a role within the group • I can recognise that some outdoor adventurous activities can be dangerous • I can follow rules to keep myself and others safe • I can select appropriate equipment/route/people to solve a problem successfully • I can choose effective strategies and change ideas if not working 	

<p>SPANISH</p> <p>KNOWLEDGE SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can use appropriate greetings (including Hello/Good morning/Good afternoon/ Happy Birthday/Happy Christmas) I can start to use a full sentence to answer questions such as how old I am or when my birthday is I can have a short conversation, (context: role-playing being in a café) saying 2 to 3 things <p>Reading</p> <ul style="list-style-type: none"> I can read and understand a simple menu -using food language I have learnt <p>Listening & Writing</p> <ul style="list-style-type: none"> I can write words and phrases from memory (context: to record food ordered by customers in a café, or to compile a simple menu) I can write 2-3 short sentences (context: to create a simple invitation or greetings card) <i>I can use my knowledge of grammar to speak correctly</i> <i>I can use vocabulary introduced as part of the new topic</i> <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i> 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can participate in songs and play games based on vocabulary naming parts of the body I can ask questions about a person's appearance and understand the response (example context: 'Guess Who?') I can link several short sentences together to form a description of a person's appearance (in speaking) <p>Writing</p> <ul style="list-style-type: none"> I can write one or more short sentences to describe a person's appearance (example context: wanted poster) I can write phrases relating to a person's appearance from memory <p>Reading</p> <ul style="list-style-type: none"> I can read and understand a short passage relating to a person's appearance <i>I can use my knowledge of grammar to speak correctly</i> <i>I can use vocabulary introduced as part of the new topic</i> <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i> 	<p>Speaking</p> <ul style="list-style-type: none"> I can use full sentences to name and describe members of my family and pets I can use full sentences to talk about characters and/or events in a story read with the class <p>Listening & Reading</p> <ul style="list-style-type: none"> I can read and understand a short passage using familiar language (context: text based on a story shared with the class) I can explain the main points in a short passage (context: a text based on a story shared with the class) I can read a passage independently and use a bilingual dictionary or glossary to look up new words (context: a text based on a story shared with the class) <p>Writing</p> <ul style="list-style-type: none"> I can write phrases from memory (context: phrases relating to members of my family/pets/a story shared with the class) I can write 2-3 short sentences (context: relating to members of my family/pets/a story shared with the class) <i>I can use my knowledge of grammar to speak correctly</i> <i>I can use vocabulary introduced as part of the new topic</i> <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i> 		
<p>RELIGIOUS EDUCATION</p> <p>IOW locally agreed syllabus</p>	<p>Autumn 1 Temptation (C) Concept A Making Choices</p> <p>Autumn 2 Holy (C) Concept B Mary Mother of God</p>	<p>Spring 1 Good and Evil (H) Concept A Holi</p> <p>Spring 2 Ritual (C) Concept B Paschal Candle</p>	<p>Summer 1 Devotion (H) Concept A Hindu Worship</p> <p>Summer 2 Symbol (C) Concept B Trees</p>		
	<p>COMMUNICATE</p> <ul style="list-style-type: none"> I can describe and give reasons for my experiences of the concepts studied. 	<p>APPLY</p> <ul style="list-style-type: none"> I can describe examples of how my responses are, or can be, applied in my own life and the lives of others. 	<p>ENQUIRE</p> <ul style="list-style-type: none"> I can describe key concepts that are common to all people, as well as those, that are common to the lives of many living a religious life 	<p>CONTEXTUALISE</p> <ul style="list-style-type: none"> I can describe and give reasons for the ways in which these concepts are expressed by people living within specific religions. 	<p>EVALUATE</p> <ul style="list-style-type: none"> I can evaluate the human experience of the concept by describing their value to people and through discussing with

					others can recognise, identify and describe some issues raised.
PSHE / RSE	ME AND MY RELATIONSHIPS Recognising feelings. <ul style="list-style-type: none"> I can give a lot of examples of how I can tell a person is feeling worried just by their body language. Bullying. <ul style="list-style-type: none"> I can say what I could do if someone was upsetting me or if I was being bullied. Assertive skills. <ul style="list-style-type: none"> I can explain what being 'assertive' means and give a few examples of ways of being assertive. 	KEEPING MYSELF SAFE Managing risk <ul style="list-style-type: none"> I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Understanding the norms of drug use (cigarette and alcohol use) <ul style="list-style-type: none"> I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol Influences <ul style="list-style-type: none"> I can give examples of positive and negative influences, including things that could influence me when I am making decisions. 	BEING MY BEST Having choices and making decisions about my health <ul style="list-style-type: none"> I can give a few examples of different things that I do already that help to me keep healthy. Taking care of my environment <ul style="list-style-type: none"> I can give different examples of some of the things that I do already to help look after my environment. 		
	VALUING DIFFERENCE Recognising and celebrating difference (including religions and cultural difference). <ul style="list-style-type: none"> I can say a lot of ways that people are different, including religious or cultural differences. Understanding and challenging stereotypes. <ul style="list-style-type: none"> I can explain why it's important to challenge stereotypes that might be applied to me or others. 	RIGHTS AND RESPONSIBILITIES Making a difference (different ways of helping others or the environment) <ul style="list-style-type: none"> I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Media influence <ul style="list-style-type: none"> I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Decisions about spending money <ul style="list-style-type: none"> I can give examples of these decisions and how they might relate to me 	GROWING AND CHANGING Body changes during puberty <ul style="list-style-type: none"> I can label some parts of the body that only boys have and only girls have. Managing difficult feelings <ul style="list-style-type: none"> I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Relationships including marriage <ul style="list-style-type: none"> I can tell you why people get married. 		