SPRING 1 Medium Term Plan 2024 Year Group 4

Subject	Week 1 4 days	Week 2	Week 3	Week 4	Week 5
English Writing	**Poetry and song – King Alfred** L.O. To listen, appreciate and understand the Alfred the Great song Outcome: Children will listen to and decode the meaning of the Alfred the Great song (Singchronize) L.O. To research the life of Alfred the Great x2 Outcome: Children will use the lyrics as a guide to research: reign, laws, education army, religion, **Curriculum links:** W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and	**Poetry and song – King Alfred** L.O. To identify the key features of ode poetry Outcome: Children will identify the key features of odes – strong emotions, address subject, descriptive language, similes and metaphors and hyperbole. L.O. To write an ode to King Alfred x2 Outcome: Children will write an ode to King Alfred sharing their admiration for him. L.O. To perform their ode to King Alfred Outcome: Children will: share their poems, using intonation and expression	**Persuasive Writing** L.O. To explore features of persuasive writing (adverts) Outcome: Children will watch and read some persuasive advert examples L.O. To identify features of persuasive writing Outcome: Children will annotate an example of a persuasive advert with persuasive features L.O. To use persuasive devices x2 Outcome: Children will use: Exaggeration and superlatives.	**Persuasive Writing** L.O. To use persuasive devices Outcome: Children will use: Catchy slogans L.O. To plan a persuasive advert x2 Outcome: Complete planning sheet including persuasive features to advertise their drawstring bag L.O. To use features of persuasion Outcome: To begin to write an advert for their drawstring bag on poster paper **Curriculum links:** S4 Use **modal verbs**: could, should, might T10 Propose grammar and vocab changes	**Persuasive Writing** L.O. To use features of persuasion Outcome: To continue writing an advert for their drawstring bag on poster paper LO. To edit and improve Outcome: To check their learning, correct SP and G. L.O. To present our adverts Outcome: To present their advert to the class, using intonation and expression BIG WRITE LO: to write a persuasive paragraph Outcome:

	suggest improvements	**Curriculum links:** W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements	Outcome: Children will use: rhetorical questions, modal verbs **Curriculum links:** W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements	C2 Use alliteration, repetition and onomatopoeia to make my writing more dynamic	Ch IND use features of persuasion to write a paragraph advertising an item of Anglo-Saxon clothing **Curriculum links:** S4 Use **modal verbs**: could, should, might T10 Propose grammar and vocab changes C2 Use alliteration, repetition and onomatopoeia to make my writing more dynamic
Spelling	Straight Strength Suppose Surprise **Pattern:** Ay sound spelt “ei, eigh, ey”	Favourite Bicycle Business Medicine **Pattern:** Possessive apostrophe with plurals	Naughty Occasion Occasionally Natural **Pattern:** Homophones and near homophones	Knowledge Experiment Peculiar Experience **Pattern:** Homophones and near homophones	Probably Question Disappear Important **Pattern:** Homophones and near homophones
Reading	**Attack of the Vikings** Whole class text **Curriculum Links** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	**Attack of the Vikings** Whole class text **Curriculum Links** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	**Attack of the Vikings** Whole class text **Curriculum Links** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	**Attack of the Vikings** Whole class text **Curriculum Links** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	**Attack of the Vikings** Whole class text **Curriculum Links** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context

	RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	RC16 participate in discussion about text RC12 predictions	RC16 participate in discussion about text RC11 make inferences	RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	RC16 participate in discussion about text RC12 predictions
Maths	**Unit 6 – multiplication and division (2)** LO. To multiply 2 digits by 1 digit Lesson 8 LO. To multiply 3 digits by 1 digit Lesson 9 LO. To solve multiplication problems Lesson 10 **Curriculum Links** Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12 Ma4/2.3b […] multiplying together 3 numbers Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number	**Unit 6 – multiplication and division (2)** LO. To solve simple division by grouping Lesson 11 LO. To divide using remainders Lesson 12 **Fractions – Y3 Revision** LO. To recap Y3 learning - read, write and show fractions LO. To recap Y3 fractions learning – Add and subtract with the same denominator **Curriculum Links** Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12	**Unit 8 - Fractions (1)** LO. To count beyond 1 whole using fractions Lesson 1 LO. To partition a mixed number Lesson 2 LO. To place mixed fractions on a number line Lesson 3 LO. Compare and order mixed numbers Lesson 4 **Curriculum Links:** Ma4/2.4a recognise and show, using diagrams, families of common equivalent fractions Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.	**Unit 8 - Fractions (1)** LO. To convert mixed numbers to improper fractions Lesson 5 LO. To convert improper fractions to mixed numbers Lesson 6 LO. To find equivalent fractions Lesson 7 LO. To find equivalent fraction families Lesson 8 **Curriculum Links:** Ma4/2.4a recognise and show, using diagrams, families of common equivalent fractions Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.	**Unit 8 - Fractions (1)** LO. To simplify fractions Lesson 9 **Unit 5 – Multiplication and Division (1) Book 4A** LO. To multiply and divide by 6 Lesson 2&3 LO. To multiply and divide by 9 Lesson 4&5 LO. To multiply and divide by 3, 6 and 9 Lesson 6 **Curriculum Links** Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12 Ma4/2.3b […] multiplying together 3 numbers

	using formal written layout Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Ma4/2.3b […] multiplying together 3 numbers Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number using formal written layout Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4f recognise and write decimal equivalents to ¼; ½; ¾ Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4f recognise and write decimal equivalents to ¼; ½; ¾ Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number using formal written layout Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Catch Up Maths (Responds flexibly to information from the progress and attainment in main sessions)	**Angles and Shape Revision** **L.O. To identify different types of angle.** (right, acute and obtuse) Name 2D shapes Time: Minutes past	**Angles and Shape Revision** **L.O. To understand angles as turns** Know clockwise, anti-clockwise, quarter, half, whole turns Name 3D shapes and describe their properties. Time: Minutes to	**Angles and Shape Revision** **L.O. To identify different types of line** Perpendicular, parallel, horizontal, vertical (Find and draw) End of unit check Time: Conversion- Seconds Minutes Hours	**Unit 6: Multiplication and Division (2)** **L.O. To be able to solve correspondence problems** PM Lesson 15	**Unit 6: Multiplication and Division (2)** **L.O. To use efficient methods to multiply** PM Lessons 16

Calculation	**4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. **Fact of the day:** X4	**4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. **Fact of the day:** X6	**4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. **Fact of the day:** X7	**4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. **Fact of the day:** X8	**4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. **Fact of the day:** X9
Science	**No Science – Geography focus**				
Art &design	**No Art – D&T Focus**				
Computing ***Y4 objectives:*** ***Complete from HT2*** *Recognise a forever loop in a program or algorithm.* *- Use a forever loop in a program to keep something happening.* *- Pupils recognise that we can decompose projects to make them easier to plan and debug.* *- Explain when to use forever loops and count-controlled loops, and use them effectively in programs.* **1.4 Communicating: Text and images** **How do I use a computer as an artist or photographer?**	**4.4 Programming A Decomposition and Infinite Loops in Scratch** **Repetition:** Traffic lights	**4.4 Programming A Decomposition and Infinite Loops in Scratch** **Forever loops:** Aquarium screensaver project	**4.4 Programming A Decomposition and Infinite Loops in Scratch** **Forever loops:** Aquarium screensaver project	**1.4 Communicating: Text and images** Compare analogue with digital art https://www.bbc.co.uk/bitesize/articles/zy2v34j Use this app to create original digital artwork. https://paintz.app/ and /or https://www.purplemash.com/app/tools/2paintapic	**1.4 Communicating: Text and images** Create a photo montage of shapes – from Google images and create own patterns using Google slides tools Resize, format, copy, paste, layer Investigate Mondrian style art https://www.stephen.com/mondrimat/mondrian/rh.html

Design & technology	**Textiles - Design** L.O. To compare modern and historical drawstring bags L.O. To design a Anglo-Saxon style drawstring bag Outcome: Discuss similarities and differences between historical and modern drawstring bags Describe the purpose of their product Identify design features that will appeal to intended users Outcome: Represent ideas in diagrams and annotated sketches Order the main stages of making Generate realistic ideas that meet needs of user and take into account availability of resources	**Textiles - Make** L.O. To use sewing techniques to join two pieces of fabric Outcome: Children will cut out fabric rectangle to given measurements and will begin sewing sides together Children will use design criteria whilst making Measure, mark, cut and shape materials with some accuracy Join, assemble and combine materials and components with some accuracy Follow safety procedures **DT2/1.2a** **Make:** Tools select from and use a wider range of tools and equipment to perform practical tasks accurately **DT2/1.2b** **Make:** Materials *Select from and use a wider range of materials and components,*	**Textiles - Make** L.O. To use sewing techniques to join two pieces of fabric Outcome: Children will complete sewing and add drawstring Measure, mark, cut and shape materials with some accuracy Join, assemble and combine materials and components with some accuracy Follow safety procedures Use finishing techniques, including skills learnt in Art with some accuracy **DT2/1.2a** **Make:** Tools select from and use a wider range of tools and equipment to perform practical tasks accurately **DT2/1.2b** **Make:** Materials *Select from and use a wider range of materials and components, including construction*	**Textiles - Make** L.O.To use sewing techniques to personalise their design Outcome: Children will add a cross stitch panel to add detail Measure, mark, cut and shape materials with some accuracy Join, assemble and combine materials and components with some accuracy Follow safety procedures Use finishing techniques, including skills learnt in Art with some accuracy **DT2/1.2a** **Make:** Tools select from and use a wider range of tools and equipment to perform practical tasks accurately **DT2/1.2b** **Make:** Materials *Select from and use a wider range of materials and components,*	**Textiles - Evaluate** L.O. To evaluate my finished product Outcome: Children will design criteria to evaluate product – identifying both strengths and areas for development Consider the views of others, including intended user, whilst evaluating product **DT2/1.3a** **Evaluate:** investigate and analyse a range of existing products **DT2/1.3b** **Evaluate:** Their product evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

	Share and discuss ideas with others **DT2/1.1a** **Design:** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **DT2/1.1b** **Design:** Own product generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **DT2/1.1a** **Design:** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **DT2/1.1b** **Design:** Own product generate, develop, model and communicate their ideas through discussion, annotated	*including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* **DT2/1.2a** **Make:** skills/Techniques **DT2/1.4a** apply their understanding of how to strengthen, stiffen and reinforce more complex structures	*materials, textiles and ingredients, according to their functional properties and aesthetic qualities* **DT2/1.2a** **Make:** skills/Techniques **DT2/1.4a** apply their understanding of how to strengthen, stiffen and reinforce more complex structures	*including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities* **DT2/1.2a** **Make:** skills/Techniques **DT2/1.4a** apply their understanding of how to strengthen, stiffen and reinforce more complex structures	

	sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design				
Geography Links: History, English **Scandinavia** **Ge2/1.1 Locational Knowledge** **Ge2/1.1a** **Ge2/1.1c** **Ge2/1.3 Human and Physical Geography** **Ge2/1.3a** **Ge2/1.4 Geographical Skills and Fieldwork** **Ge2/1.4a**	**L.O. To be able to name the Scandinavian countries and their capitals** **To be able to locate Scandinavian countries on a map.** Name the arctic circle and watch film referencing life there. Compare with the U.K – discussion **Outcome:** Labelled map	**L.O. To know how to identify different types of settlement** Describe and compare different types of settlement. Link to an understanding that settlement types vary according to physical landscape and changes over time. Centre this on Viking settlements. **Outcome:** Diagram of a Viking village and location. Reference natural resources linked to need.	**L.O. To explain the key physical features of Denmark** Name the main cities of Denmark. Discuss the shape of the country and its location in relation to other European countries. Research information on the key physical geographical features and locate some on a map. E.g. Lakes and rivers Terrain – incl lack of mountains Climate Vegetation Coasts Islands Learn key facts about the country each week to build context. **Outcome:** Make notes and use mapping skills to build geographical awareness. Create an annotated map poster, describing and locating features which are visitor attractions today.		**L.O. To compare key human features of Denmark with the U.K** Study facts about the Danish culture. Consider how that feature compares with the U.K and why. Dress Housing Buildings Transport **Outcome:** Create a comparison table which will then be used to create an oral/ visual presentation using language of comparison.
History	**Anglo-Saxons** LO: to place Anglo Saxons on a timeline Outcome: Label Anglo Saxons onto same	**Anglo-Saxons** Anglo-Saxon Village Project LO: to identify features of an Anglo-Saxon settlement	**Anglo-Saxons** Anglo-Saxon Village Project LO: to identify features of an Anglo-Saxon house	**Anglo-Saxons** Anglo-Saxon Village Project LO: to describe Anglo-Saxon jobs and crafts	**Anglo-Saxons** LO: to discuss the importance of primary historical sources Would you rather learn from a book

	timeline (including Mayans) to show place within world history. Link to Romans taught in Y3 <u>LO: to identify the 7 kingdoms of Anglo Saxon Britain</u> <u>Outcome:</u> Complete map including locations of kingdoms Children to understand that the Fall of Rome coincides with Anglo Saxon settlements before Viking invasions. Consider reasons for invasions. **Curriculum Links:** Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);	<u>Outcome:</u> Design and create layout of village including proximity to water / farming space / central hall. Main features of village in general and houses specifically Local Yorkshire links to both Anglo-Saxons and Vikings to be established. (It is likely that the origin of the present-day city of Sheffield is an Anglo-Saxon settlement in a clearing beside the confluence of the rivers Sheaf and Don founded between the arrival of the Anglo-Saxons in this region (roughly the 6th century) and the early 9th century) **Curriculum Links:** Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);	<u>Outcome:</u> Design and create internal layout of house (Draw internal house onto given blank layout. Stick on house picture over the top as flap) Local Yorkshire links to both Anglo-Saxons and Vikings to be established. (It is likely that the origin of the present-day city of Sheffield is an Anglo-Saxon settlement in a clearing beside the confluence of the rivers Sheaf and Don founded between the arrival of the Anglo-Saxons in this region (roughly the 6th century) and the early 9th century) **Curriculum Links:** Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);	<u>Outcome:</u> Include Anglo-Saxon craft person into village. Front flap to be picture of craft person. Back flap for children to write facts about craft including equipment and artefacts of trade What can we infer from evidence? Saxon ship burial Sutton Hoo description Viking burial Answer questions such as 'What would we be looking for, if we were archaeologists deciding if the Anglo Saxons had a settlement where Sheffield is now.' **Curriculum Links:** Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);	or see something in real life? Share major Sutton Hoo Anglo-Saxon discovery. Discuss artefacts found and how this has contributed to knowledge about Anglo-Saxons Outcome: Ch complete sheet linking artefact found at Sutton Hoo and what we know about Anglo-Saxons because of this discovery. Investigate primary & secondary sources and explain the differences between these two types of sources. Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources **Curriculum Links:** Hi2/1.3 Anglo-Saxons & Scots:

					Scots invasion from Ireland to Northern Britain (Now Scotland);
MFL	**5: Parts of the body** Learn parts of the body, being able to say and understand them orally. Be able to read and write parts of of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in.	**6: Colours** Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.	**7: Monsters!** Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary.	**8: Adjective agreements** Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule.	**10: Food** Learn some words for food items. Pronounce words with the 'on' and 'om' nasal sounds. Learn part of a story.
PE (equipment: floor mats Week 1-5 Apparatus Week 5)	**Swimming** **Curriculum Links:** **PE2/1.2a** **Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres **PE2/1.2b** **Swimming** Use a range of strokes effectively **PE2/1.2c** **Water Safety** Perform safe self-rescue in different water-based situations				
	Gymnastics Balances: L.O. to hold balances using a variety of Shapes: straight, star, tuck, straddle, pike LO: to learn static balances V-balance (on bottom), T balance on one	**Gymnastics Movement:** L.O.to complete a teddy bear roll LO: to move in a range of directions, speeds and heights Outcome:	**Gymnastics Movement:** L.O. to complete a forward roll LO: to stand unaided from a forward roll Outcome:	**Gymnastics Jumps:** L.O.: to jump with different feet combinations for take-off and landing (Y3 revision) LO: to use known shapes within jumps (star, tuck, stretch, straddle)	**Gymnastics** L.O. Jump on, off, over and along apparatus. Use larger equipment to jump off ONLY with crashmat landing. Smaller equipment with normal gymnastics mats Outcome:

	foot, shoulder stand, <u>L.O. to maintain balance whilst moving</u> <u>Outcome:</u> Children learn balances as in LO. Ch rehearse independently then perform in mirrored and matching balances in pairs Ch walk on tiptoes in variety of ways without wobble. (see prior year groups) Ch Use challenging movements across and around **equipment** (boxes, benches, balance beam) and link to static balances Ch to work with partner to link three static balances (from week 1) with three movements. **Curriculum Links** **PE2/1.1a**	Ch rehearse and perform a teddy bear roll <u>Teddy bear roll –</u> roll in straddle shape – maintain fixed straddle shape whole time – hold legs tightly. From sitting, roll onto shoulder, back, shoulder, bottom to circle round like teddy bear Ch link movements to previously used balances	Ch rehearse and perform a forward roll <u>Forward roll</u> – roll from CROUCH not kneeling. Tuck chin to chest to create curved back shape. Stretch to stand – don't use floor to help get up! Combine teddy bear and forward roll to make mini-routine rolling in synchronisation with partner **Curriculum Links** **PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination **PE2/1.1c** Develop flexibility, strength, technique, control and balance **PE2/1.1f** Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Outcome:</u> Learn "peer assisted jump" (or "boost" jump) – peers support on waist to help give jump height. Focus on "help" not lift and model with much smaller person helping larger person to demo. Peer assisted jump – revise prior – tuck, stretch, star Peer assisted jump – straddle jump- make straddle shape in air (tap knees with legs straight and forward) and land feet together Extension task: Full turn (stretch) jump – turn 360 degrees in air – land with control **Curriculum Links** **PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination **PE2/1.1c**	Children link movements already learnt to create short dance Perform dance to peers **Curriculum Links** **PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination **PE2/1.1c** Develop flexibility, strength, technique, control and balance **PE2/1.1f** Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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RE **Inspirational people from long ago:** What can we learn from inspiring leaders who started religions? Judaism	No Lesson	**L.O. To explain events in the story of Moses (first section)** Share the story PowerPoint. Study copies. Give reasons for people's actions using 'because ' statements.	**L.O. To be able to explain how God enabled Moses to save the Jewish people.** -Discuss the concept of danger and escape using modern day examples.	**L.O. To explain the 10 plagues on the Egyptians sent by God.** -Cause -Impact -Result Groups analyse their plague.	**L.O. To describe the origin of celebrations in Jewish homes today.** -Learn the key celebration -Recall events in the story of Moses. **Outcome:**

		Outcome: One side of class compose 'why' questions. The other side produce the 'reasons for' actions, then the 2 parts are blended in a question and answer session.	-Identify ways in which God communicated with Moses. -Identify how God helped Moses. -Empathise with the feelings of the Israelites as they were being chased. **Outcome:** Speech bubbles for before and after the parting of the sea. Locate the Red Sea on class map.	Prepare arguments why their plague might have been the worst. Present. **Outcome:** Class debate	Add captions and paragraphs to pictures of celebration today. Add own drawings from the Moses story if desired.
RSHE	**Os5) Digital Media** LO. To understand where to find reliable information **Talk Task:** Where do you get your news? Why does ***The Media*** exist? Why do **headlines** exist? What are the **features** that make up an online news page? Analyse a newspaper's web page, comparing tabloid and broadsheet, the same way that you	**Fr3) Are friendships always fun?** LO: to understand that friendships come with a mix of emotions Outcome: Part 1: Winnie the Pooh Clip and Discussion **Curriculum Links** R10. about the importance of friendships: strategies for building positive friendships support wellbeing R11. what constitutes a positive	**Fr3) Are friendships always fun?** LO: to understand that is normal to disagree with your friends Outcome: Class discussion - Do friends always agree on what to do? - Do people sometimes ask you to do things that you don't want to do? - Should you always do what your friends want?	**Fr3) Are friendships always fun?** LO: to develop techniques to resolve conflict within friendships Outcome: Friendship Scenarios activity and discussion **Curriculum Links** R10. about the importance of friendships: strategies for building positive friendships support wellbeing R11. what constitutes a positive	**Fr3) Are friendships always fun?** LO: to develop techniques to resolve conflict within friendships Outcome: Children use ideas from prior to make own friendship scenario with two endings based on positive or negative friendship behaviour/ decisions **Curriculum Links** R10. about the importance of friendships: strategies for building

	would look at a text in English. **Curriculum Links** H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as face-to-face relationships R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	[No - you have to get the balance right between getting what you want and also making room for your friends to also have fun] - Are you responsible for the happiness of your friends? [No - you can't make everyone happy all the time, but it is good to be kind and to do caring things for people. You have to balance making sure that you are happy yourself and that other people are happy too] **Curriculum Links** R10. about the importance of friendships: strategies for building positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing	healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as face-to-face relationships R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as face-to-face relationships R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

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Music			**Recorders (Y4AK)**		