

Year 4 Curriculum Overview

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school, it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community, we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; the cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

Ambition and aspiration

Resilience and courage

Autonomy and independence

Perseverance and solution finding

In Year 4 we aim to be compassionate, considerate and curious learners who respect the rights of all children and staff around us. Our aim is to provide children with an excellent education and prepare them to become confident, independent and resilient learners. Our curriculum is designed to challenge and engage children in their own learning. In our year group we aim to consolidate and build on children's knowledge of times tables in preparation for national assessment. We also aim to develop skills linked to reading and writing in preparation for the transition into upper key stage 2.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Right of the Fortnight	<p>Article 1 – Everyone under the age of 18 has all the rights in the convention.</p> <p>Article 2 – The convention applies to every child without discrimination.</p> <p>Article 6 – Every child has the right to life.</p> <p>Article 13 – Every child must be free to express their thoughts and opinions.</p>	<p>Article 14 – Every child has the right to think and believe what they choose and also to practise their own religion.</p> <p>Article 15 – Every child has the right to meet with other children and to join groups and organisations.</p> <p>Article 16 – Every child has the right to privacy.</p>	<p>Article 24 – Every child has the right to the best possible health.</p> <p>Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 17 – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.</p>	<p>Article 7 – Every child has the right to be registered at birth, to have a name and nationality.</p> <p>Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them.</p> <p>Article 28 – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.</p>	<p>Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <p>Article 42 – Governments must actively work to make sure children and adults know about the convention.</p> <p>Article 23 – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.</p>	<p>Article 38 – Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p> <p>Article 32 – Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education.</p> <p>Article 4 – Governments must do all they can to make sure every child can enjoy their rights by creating and passing laws that promote and protect children’s rights.</p>

<p>English Texts</p>	<p>The Lost Happy Endings - Carol Ann Duffy Fairy Tale</p> <p>The Journey – Francesca Sanna (Picture Book/Illustrated Text)</p> <p>Rumblestar- Abi Elphinstone (Novel)</p> <p>Equality & Diversity - Pride – Story of Harvey Milk and the Rainbow Flag – Rob Sanders</p> <p>Poetry – List Poems The Magic Box by Kit Wright The Sound Collector by Roger McGough Ten Things Found in a Wizard’s Pocket by Ian McMillan Things I’d Do If It Weren’t For Mum by Tony Mitton The Teacher’s Day in Bed by David Orme</p>	<p>The Firework Maker’s Daughter – Philip Pullman (Novel - Adventure/Texts from Different Cultures)</p> <p>Roman Diary - Richard Platt (Historical fiction)</p> <p>How to Train Your Dragon – Cressida Cowell (Novel)</p> <p>Equality & Diversity – The Bee with the Backward Stripes – Matt Skuta</p> <p>Poetry – Structured Kennings Beowulf BEwARe! Poem from Zim Zam Zoom! by James Carter Guess Who? By Coral Rumble Squirrel by Celia Warren</p>	<p>Anglo Saxon Boy – Tony Bradman (Novel – Historical)</p> <p>Cinnamon- Neil Gaiman (Picture Book/Illustrated Text – Texts from Different Cultures)</p> <p>The Butterfly Lion -Michael Morpurgo (Novel)</p> <p>Equality & Diversity – Interstellar Cinderella – Deborah Underwood</p> <p>Poetry – Structured Haikus Haikus by Basho Four Seasons Haiku by Adrian Henri Bumble-bee by Angela Topping Policeman Haiku by Roger Stevens</p>
<p>Writing</p>	<p>The Lost Happy Endings - Carol Ann Duffy Fairy Tale</p> <p>The Journey – Francesca Sanna (Picture Book/Illustrated Text)</p> <p>Rumblestar- Abi Elphinstone (Novel)</p> <p>Equality & Diversity - Pride – Story of Harvey Milk and the Rainbow Flag – Rob Sanders</p>	<p>The Firework Maker’s Daughter – Philip Pullman (Novel - Adventure/Texts from Different Cultures)</p> <p>Roman Diary - Richard Platt (Historical fiction)</p> <p>How to Train Your Dragon – Cressida Cowell (Novel)</p>	<p>Anglo Saxon Boy – Tony Bradman (Novel – Historical)</p> <p>Cinnamon- Neil Gaiman (Picture Book/Illustrated Text – Texts from Different Cultures)</p> <p>The Butterfly Lion -Michael Morpurgo (Novel)</p>

	<p>Narrative - Explanation-DT Write Up Letter - Plastic Pollution Letter to Y1 – Introduction, expectations etc Communication to Y1 – Christmas cards or messages via video Non-chronological report- Poetry – recite, perform, write Sarah M – Italian cooking – Recipe writing</p> <p>Poetry – List Poems The Magic Box by Kit Wright The Sound Collector by Roger McGough Ten Things Found in a Wizard’s Pocket by Ian McMillan Things I’d Do If It Weren’t For Mum by Tony Mitton The Teacher’s Day in Bed by David Orme</p>		<p>Equality & Diversity – The Bee with the Backward Stripes – Matt Skuta</p> <p>Poetry – Structured Kennings Beowulf BEwARe! Poem from Zim Zam Zoom! by James Carter Guess Who? By Coral Rumble Squirrel by Celia Warren</p>		<p>Equality & Diversity – Interstellar Cinderella – Deborah Underwood</p> <p>Poetry – Structured Haikus Haikus by Basho Four Seasons Haiku by Adrian Henri Bumble-bee by Angela Topping Policeman Haiku by Roger Stevens</p>	
<p>Maths</p> <p><i>Article 28 Every child has the right to an education.</i></p>	<p>Number – place value</p> <p>Count in multiples of 6, 7, 9. 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four digit number</p>	<p>Number – multiplication and division</p> <p>Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1;</p>	<p>Fractions</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p>	<p>Decimals</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>Measures: Perimeter and Length</p> <p>Convert between different units of measure eg kilometre to metre.</p> <p>Measure and calculate the perimeter of a rectilinear figure</p>	<p>Statistics</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>

	<p>(thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Number- addition and subtraction</p> <p>Add and subtract numbers with up to 4</p>	<p>dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Measurement- Area Find the area of rectilinear shapes by counting squares.</p>	<p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Time</p> <p>Convert between different units of measure e.g. hour to minute.</p> <p>Read, write & convert time between analogue and digital 12 and 14 hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Measurement- Money</p> <p>Solve simple measure and money problems involving fractions and</p>	<p>(including squares) in cm and m</p> <p>Geometry: Angles</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Geometry: Shape and symmetry</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2D shapes</p>	<p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Measurement: Area and Perimeter</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example,</p>
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	<p>digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>			<p>decimals to two decimal places.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	<p>presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Geometry- Position and Direction</p> <p>Describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p> <p>Plot specified points and draw</p>	<p>kilometre to metre]</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>
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					sides to complete a given polygon.	
<p>Science</p> <p><i>Article 24 – Every child has the right to the best possible health.</i> <i>Article 28 - Every child has the right to an education.</i></p>	<p>Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and 	<p>States of matter</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	<p>Living things and their habitats</p> <p>to recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Animals including humans:</p> <p>digestive system. teeth food chains</p> <ul style="list-style-type: none"> • 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 <p><i>Article 6 – Every child has the right to life.</i> <i>Article 24 – Every child has the right to the best possible health.</i></p>	

	insulators, and associate metals with being good conductors					
<p>RE</p> <p><i>Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information.</i></p> <p><i>Article 14 – Every child has the right to think and believe what they want and to practise their own religion.</i></p>	<p>What do we know about the Bible and why is it important to Christians?</p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus?</p>	<p>Why is lent such an important period for Christians?</p>	<p>How and why do religious people show care to others?</p>	<p>Why do people visit Durham Cathedral?</p>
<p>History</p> <p><i>Article 28 - Every child has the right to an education.</i></p> <p><i>Article 17 – Every child has the right</i></p>	<p>Why did the Romans march through County Durham?</p> <p>NC ref: A Local history study</p> <p>Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist’s views, built models)</p>	<p>What was daily life like for Romans?</p> <p>NC ref: The Roman Empire and its impact on Britain</p> <p>Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry</p>		<p>What happened when the Romans left Britain?</p> <p>NC ref: Britain’s settlement by the Anglo Saxons and Scots</p> <p>Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian’s interpretations.</p>		

<p><i>to reliable information.</i></p>			
<p>Geography</p> <p><i>Article 28 - Every child has the right to an education.</i></p> <p><i>Article 29 - Education must develop every child's personality, talents and abilities to the full.</i></p>	<p>What can we discover about Europe? Places, features and people. Focus: land use, key human and physical features, and locations.</p> <p>NC: To describe and understand key aspects of human geography such as types of settlement and land use.</p> <p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Why does Italy shake and roar? Bay of Naples. Focus: region in Europe, physical and human characteristics, tectonics. Compare to North East England.</p> <p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p>Local fieldwork – school discretionary study. Suggested focus: coasts. What happens when the land meets the sea?</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
<p>Art</p> <p><i>Article 29- Education must develop every child's personality, talents and</i></p>	<p style="text-align: center;">Sketching</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing. 	<p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including painting. 	<p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design

<p><i>abilities to the full.</i> <i>Article 31 – Every child has the right to take part in a wide range of cultural and artistic activities.</i></p>	<ul style="list-style-type: none"> • To know about great artists, architects and designers in history 	<ul style="list-style-type: none"> • To know about great artists, architects and designers in history 	<p>techniques including sculpture.</p> <ul style="list-style-type: none"> • To know about great artists, architects and designers in history
<p>D.T.</p> <p><i>Article 3 – The best interests of the child must be a top priority in all things that affect children.</i> <i>Article 17 – Every child has the right to reliable information.</i> <i>Article 28 – Every child has the right to an education.</i> <i>Article 29 – Education must develop every child’s personality, talents and abilities to the full.</i></p>	<p>Textiles</p> <ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • 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 • investigate and analyse a range of existing products • generate, develop, model and communicate their ideas through discussion, annotated sketches. 	<p>Structures</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Food Preparation</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>Article 24 – Every child has the right to the best possible health. Governments must work to provide clean water and nutritious food</i></p>

<p>Computing</p> <p><i>Article 17 – Every child has the right to reliable information.</i></p> <p><i>Article 29 – Education must develop every child’s personality, talents and abilities to the full.</i></p> <p><i>Article 19 and Article 36 Every child has the right to be safe</i></p>	<p>Design, write and debug programs that accomplish specific goals.</p> <p>Use sequence, selection and repetition in programs. Use logical reasoning to explain how some simple algorithms work and detect and correct simple errors.</p> <p>Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour.</p>	<p>Design, write and debug programs that accomplish specific goals.</p> <p>Use sequence, selection and repetition in programs. Use logical reasoning to explain how some simple algorithms work and detect and correct simple errors.</p> <p>Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour.</p>	<p>Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour.</p> <p>Recognise common uses of information technology beyond school</p> <p>Design, write and debug programs that accomplish specific goals.</p>	<p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.</p> <p>Recognise common uses of information technology beyond school</p>	<p>Recognise common uses of information technology beyond school</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.</p>	<p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.</p>
<p>PE</p> <p><i>Article 24 – Every child has the right to the best possible health.</i></p> <p><i>Article 29 – Education must develop every child’s personality, talents and abilities to the</i></p>	<p>Rugby</p> <p>To play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Core Task – To pass the ball to a nominated player.</p>	<p>Dance</p> <p>To perform dances using a range of movement patterns</p> <p>Core Task – To create and perform a dance either on your own or with a small group.</p> <p>Gymnastics</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Core Task – Using floor apparatus, create and perform a sequence of contrasting actions.</p>	<p>Basketball</p> <p>To play competitive games and apply basic principles suitable for attacking and defending</p> <p>Core Task – Trying to score goals/points by</p>	<p>Cricket</p> <p>To learn to strike and field a ball using apparatus.</p> <p>Focus on strategy of scoring points and preventing scoring from the other team.</p>	<p>Athletics</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Core Task – Compare the effectiveness of running,</p>

<p><i>full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and environment. Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>		<p>Develop flexibility, strength, technique, control and balance.</p> <p>Core Task – To create a gymnastic sequence on floor, mats and apparatus focussing on working with a partner.</p>		<p>using throwing, catching, kicking striking techniques.</p>	<p>Core Task – To strike and field a ball as part of a team.</p> <p>Outdoor Adventure Activities To take part in outdoor and adventurous activity challenges both individually and as a team.</p> <p>Core Task – To devise and put into practice a plan for rescuing objects.</p>	<p>jumping and throwing.</p>
<p>Music</p> <p><i>Article 29 – Education must develop every child's personality, talents and abilities to the full. Article 31 – Every child</i></p>	<p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency,</p>	<p>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notation.</p>	<p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p>	<p>Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy,</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts and playing</p>

<p><i>has the right to take part in a wide range of cultural and artistic activities.</i></p>	<p>control and expression.</p> <p>Mamma Mia (unit on Charanga) Harvest Festival</p>	<p>Listening and appraising Baroque (e.g. Bach, Pachelbel) music. Glockenspiel Stage 2 (unit on Charanga. Using chime bars)</p>	<p>Listening and appraising Classical (Lean on Me – Gospel/Soul Unit on Charanga)</p>	<p>Blackbird (unit on Charanga)</p>	<p>fluency, control and expression. Brass with DMS</p>	<p>musical instruments with increasing accuracy, fluency, control and expression. Brass with DMS</p>
<p>Languages</p> <p><i>Article 30 – Every child has the right to learn and use the language, customs and religion of their family.</i></p>	<p>Children will continue with greetings and introducing themselves, the purpose of which is to fine tune fluency and intonation. Pair work will be a major feature of each lesson to ensure children have the maximum time possible to develop their speaking and listening skills.</p>	<p>They will build on knowledge from Year 3 and introduce profiles for friends and family members giving them the possibility to be creative with the language.</p>	<p>Children will be taught about the cultural importance of Italy – its Roman Monuments Its important artists and inventors and its world famous major cities. Rome Florence Venice</p>	<p>Children will learn about places, buildings and geographical features. They will be required to ask for and give directions.</p>	<p>Children will be able to label a map and street plan, using on line dictionaries to ensure correct spelling. Write a short e-mail/note giving directions. Read a map to then give directions.</p>	<p>Children will be able to label a map and street plan, using on line dictionaries to ensure correct spelling. Write a short e-mail/note giving directions. Read a map to then give directions.</p>
<p>PSHE/RSE</p> <p><i>Article 7 – Every child has the right to a legal name and nationality. Article 12 – Every child has the right to</i></p>	<p>Jigsaw- Being Me in My World</p> <p><i>Article 15 (The right to join a group)</i></p>	<p>Jigsaw-Celebrating Differences</p> <p><i>Article 14 (The right to practise their own religion)</i></p> <p><i>Article 23 (A child with a disability has the right to live a full life)</i></p>	<p>Jigsaw- Dreams and Goals</p> <p><i>Article 29 (Education must develop every child’s personality, talents and abilities to the full)</i></p>	<p>Jigsaw- Healthy Me</p> <p><i>Article 24 (The right to best possible health)</i></p>	<p>Jigsaw- Relationships</p> <p><i>Article 9 (The right to a family)</i></p> <p><i>Article 19 (The right to be safe)</i></p>	<p>Jigsaw- Changing Me</p> <p><i>Article 19 (The right to be safe)</i></p> <p><i>Article 16 (The right to privacy)</i></p>

*have a say in all matters affecting them, and to have their views taken seriously.
Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information.
Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence.*