



We are delighted to share an overview of the exciting learning journey your child will follow this year. At The Stoke Poges School, we want every child to feel inspired, challenged and proud of what they achieve. Our curriculum has been carefully designed to spark curiosity, develop important skills and nurture a love of learning that will last a lifetime.

In this booklet, you will find the key themes across each subject. It is intended as a guide to help you understand what your child will be learning and to support conversations at home. We hope it also gives you a sense of the variety and creativity that make our curriculum both engaging and enjoyable.

Working in partnership with you is central to your child's success. By sharing in their learning, celebrating their progress and encouraging their interests, you play a vital role in helping them flourish.





Reading	Writing	Maths
Pupils should be taught to: 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ious Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: 2. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Using dictionaries to check the meaning of words that they have read Pupils should be taught to understand what they read in books they can read independently by: 4. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 5. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions 6. Justifying inferences with evidence 7. Predicting what might happen from details stated and implied 8. Identifying main ideas drawn from more than one paragraph and summarising these 9. Retrieving and recording information from non-fiction over a range of subjects	<u>Spelling</u> 1. Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) 2. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <u>Handwriting</u> 3. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 4. Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch <u>Vocabulary and Grammar</u> 5. Use standard English forms for verb inflexions instead of local spoken forms e.g. we were instead of we was, I did instead of I done 6. Use fronted adverbials, e.g. Later that day, I heard the bad news 7. Use paragraphs or sections to organise and structure according to purpose and audience 8. Make the appropriate choice of pronoun or noun, within and across sentences to aid cohesion and avoid repetition 9. Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause and punctuation within inverted commas <u>Composition</u> 10. Plan writing by discussing and recording ideas 11. Draft and organise paragraphs around a theme 12. Draft and write narrative: creating settings, characters and plot with consideration for the audience and purpose 13. Draft and write non-narrative material using simple organisational devices (e.g. headings and sub-headings) 14. Proofread for spelling and punctuation errors, including the use of apostrophes for possession, speech punctuation and the use of commas for fronted adverbials	<u>Number and Place Value</u> 1. Count in multiples of 6, 7, 9, 25 and 100 2. Count backwards through zero to include negative numbers 3. Order and compare numbers beyond 1,000 4. Round any number to the nearest 10, 100 or 1,000 <u>Addition and Subtraction</u> 5. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 6. Solve addition and subtraction 2-step problems in context, deciding which operations and methods to use and why <u>Multiplication and Division</u> 7. Recall multiplication and division facts for multiplication tables up to 12 x 12 8. Multiply 2-digit and 3-digit numbers by 1-digit using formal written layout and solve problems involving multiplication and division <u>Fractions (including decimals)</u> 9. Recognise and show, using diagrams, families of common equivalent fractions 10. Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 11. Round decimals with one decimal place to the nearest whole number 12. Solve simple measure and money problems involving fractions and decimals to two decimal places <u>Measurement</u> 13. Convert between different units of measure, e.g. Km to m; hour to minute 14. Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m 15. Estimate, compare and calculate different measures, including money in £ and p <u>Geometry (properties of shape)</u> 16. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 17. Identify lines of symmetry in two-dimensional shapes presented in different orientations <u>Geometry (position and direction)</u> 18. Plot specified points and draw sides to complete a given polygon <u>Statistics</u> 19. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



	The Roman Empire		The Living Rainforest		The Terrible Tudors	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity Does electricity flow easily through all objects?	Animals, including humans What happens to our food when we eat it?	Living things and their habitats Why do some species become endangered?	States of matter Does ice always melt at the same speed?	Sound How do instruments make different sounds?	Making connections How does the flow of liquid compare?
History	Roman Empire and its impact on Britain Why did the Romans invade and settle in Britain?		The Mayans c.900AD How did the achievements of the Ancient Maya impact their society and beyond?		The Tudors What was life like in Tudor England?	
Geography		The Earth Why do people live near volcanoes?		Rainforests Why are rainforests important to us?		Water What are rivers and how are they used?
Art	Drawing Exploring tone, texture and proportion		Craft and Design Fabric of Nature		Painting and mixed media Light and dark	
DT		Electrical systems – simple circuits and switches Light up cards		Mechanical systems - pneumatics Rainforest toys		Food – healthy and varied diet Making a healthy wrap
Computing	Computer systems and networks Collaborative learning	Programming 1 Further coding with Scratch	Creating media Website design	Skills showcase HTML	Programming 2 Computational thinking	Data handling Investigating weather

Music	The Brass Band	Christmas carols	The music of Asia	Prokofiev's 'Peter and the Wolf'	British folk songs	The brilliant Beatles
	Exploring rhythmic patterns	Exploring singing games	Exploring pentatonic scales	Exploring descriptive sounds	Exploring sound colours	Exploring arrangements
PE	Golf	Netball	Gymnastics	Tennis	Athletics	Cricket
	Dance	Gymnastics	Football	Yoga	OAA	Dodgeball
RE	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
PSHE	Being in My World		Dreams and Goals		Relationships	
	Celebrating Difference		Healthy Me		Changing Me	
Spanish	Dates in Spanish	Pets in Spanish	Weather in Spain	In a Spanish Cafe	Spanish celebrations	The Amazon Rainforest

Year 4 curriculum overview for parents and carers

Science curriculum overview

Autumn 1 Energy: Electricity and circuits Exploring appliances that use electricity, the children will learn how to work with electricity safely and build circuits. They will investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Real scenarios and historical discoveries will inform the children about scientific progression and home safety.	Autumn 2 Animals, including humans: Digestion and food Using models, the children will describe the function of key organs in the digestive system. They will identify the types of human teeth to create their own model and investigate factors that impact our dental health. They will compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. The children will take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.
Spring 1 Living things and their habitats: Classification and changing habitats Identifying different ways living things can be grouped, the children will make classification keys to explore which grouping methods are most effective. They will study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings. They will play the role of naturalists and review the impact of conservation programmes.	Spring 2 Materials: States of matter Investigating the properties of solids, liquids and gases, the children will learn about the different states of matter. They will explore changes of state using relatable examples and use this to explain changes to water through the water cycle. They will investigate the relationship between temperature and rate of evaporation while broadening their experiences of working scientifically.
Summer 1 Energy: Sound and vibrations Exploring different ways of producing sounds, the children will learn about the relationship between vibrations and what they hear. They will use examples of dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. The children will explore how pitch and volume can be altered and make their own musical instrument to demonstrate these principles.	Summer 2 Making connections: How does the flow of liquids compare? Revisiting the states of matter, the children will consider methods for measuring how liquids flow differently from each other. They will plan and execute an enquiry, considering different ways of representing data to support a conclusion. Revisiting the digestive system, they will explore how the flow of different liquids should be considered when producing different medicines.

Please see the learning journey and long-term plan, which can be found on the website under 'Teaching and Learning: Our Curriculum'

History and Geography curriculum overview

Autumn 1	Why did the Romans invade and settle in Britain? The children will explore Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded. They will examine archaeological evidence, discover how Roman innovations changed everyday life and consider the lasting influence of the Romans on Britain today.	Autumn 2	Why do people live near volcanoes? The children will investigate the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed. They will map the global distribution of these physical features and examine both the challenges and benefits of living in tectonically active areas.
Spring 1	How did the achievements of the ancient Maya impact their society and beyond? The children will investigate the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life. They will use artefacts to make inferences, explore Maya settlements in the rainforest and discover the significance of beliefs and inventions to the Maya.	Spring 2	Why are rainforests important to us? The children will examine the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation. They will explore how plants and people adapt to life in the rainforest and consider the impact of human activity.
Summer 1	What was life like in Tudor England The children will investigate Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. They will examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.	Summer 2	What are rivers and how are they used? The children will investigate how water is stored and transferred by learning about the water cycle, rivers and their features. They will map major rivers in the UK and around the world, examine how people use rivers and apply their knowledge through studying a local river.

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Art and DT curriculum overview

Autumn 1	Drawing: Exploring tone, texture and proportion The children will explore tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes. They will develop skills in shading, mark-making and composition using sweets, wrappers and bold patterns to produce detailed drawings with a strong sense of form and proportion.	Autumn 2	Electrical systems: Simple circuits and switches The children will learn to use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. They will use the technical vocabulary relevant to this project, building light-up cards.
Spring 1	Craft and design: Fabric of nature Using flora and fauna of tropical rainforests as a starting point, the children will develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	Spring 2	Mechanical systems: Pneumatics The children will learn how to use pneumatic mechanisms. They will evaluate their rainforest toys using technical vocabulary relevant to the project.
Summer 1	Painting and mixed media: Light and dark The children will investigate the use of tone in art through studying how artists use highlights, midtones and shadows to create the illusion of form. They will practise colour mixing by creating tints and shades, consider how light affects mood and appearance and explore elements of composition to produce a painted still life.	Summer 2	Food: Healthy and varied diet The children will learn how to use appropriate equipment and utensils to prepare and combine food. They will develop an understanding of a range of fresh and processed ingredients, and whether they are grown, reared or caught, appropriate for their wrap.

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Computing curriculum overview

Autumn 1	Computer systems and networks – Collaborative learning The children will begin to recognise how digital devices connect to form networks, allowing people to share information and communicate. They will explore how websites work, how data is transferred across the internet and how search engines help users find information. The children will develop collaborative working skills by using online software to create and share digital content.	Autumn 2	Programming 1 – Further coding with Scratch The children will design and program a game using variables, sensors and 'if' statements to control outcomes and interactions. They will debug and evaluate their project to improve functionality, refine gameplay and develop more effective game designs.
Spring 1	Creating media – Website design The children will develop research, word processing and collaborative working skills while learning how webpages and websites are created using Microsoft tools.	Spring 2	Skills showcase - HTML The children will edit the HTML of a web page to change the layout of a website, text and images. They will recognise the role of HTML in a web page, add text between the heading and paragraph tags, explore a web page using the inspect tool, explain how they altered the HTML to create their posters and alter the basic elements within a web page using the inspect tool.
Summer 1	Programming 2 – Computational thinking The children will develop computational thinking skills through decomposition, pattern recognition, abstraction and algorithm design to solve problems. They will understand that problems can be solved more easily using computational thinking, recognise decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills, explain how decomposition and abstraction simplify problem-solving, identify patterns in problems and use them to solve problems, design clear algorithms and justify their choices and create logical sequences of steps to complete a task or project.	Summer 2	Data handling – Investigating weather The children will investigate how weather data is gathered, recorded and used to create forecasts through researching and using spreadsheets to organise information. They will search the web efficiently to find temperatures of different cities and record this accurately, design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use, design an automated machine that uses selection to respond to sensor data, search for and record weather forecast information in a spreadsheet and explain how this data is collected and create a video which includes weather forecast information

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Music curriculum overview

Autumn	The Brass Band The children will explore rhythmic patterns.	Christmas Carols The children will explore singing games.
Spring	The music of Asia The children will explore pentatonic scales.	Prokofiev's 'Peter and the Wolf' The children will explore descriptive sounds.
Summer	British folk songs The children will explore sound colours.	The brilliant Beatles The children will explore arrangements.

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PE curriculum overview

Autumn 1	Golf In this unit, children will explore and develop their accuracy in aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. The children will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game. Dance Children will focus on creating characters and narrative through movement and gesture. They will gain inspiration from a range of stimuli, working independently, in pairs and small groups. They will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Autumn 2	Netball In this unit, children will develop their understanding of the attacking and defending principles of invasion games. In all games' activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In netball, children do this by maintaining possession and moving the ball towards the goal to score. Gymnastics In this unit, children will develop balancing, rolling, jumping and inverted movements and use their skills to create more complex sequences. They will be taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They will be given opportunities to receive and provide feedback in order to make improvements on their performances.
Spring 1	Gymnastics In this unit, children will further develop balancing, rolling, jumping and inverted movements and use their skills to create more complex sequences. They will be taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They will work independently and in collaboration with others to create and develop sequences. They will be given opportunities to receive and provide feedback in order to make improvements to their performances. Football In this unit, children will continue to develop their understanding of the attacking and defending principles of invasion games. In all game activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In football, children will do this by maintaining possession and moving the ball toward goal to score.	Spring 2	Tennis In this unit, children will develop their understanding of the principles of net and wall games. In all games' activities, children will have to think about how to use skills, strategies and tactics to outwit the opposition. Children will be given opportunities to play games independently and are taught the importance of being honest whilst playing by the rules. Yoga In this unit, children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning will include breathing and meditation. The children will work independently and with others to create their own yoga flows.
Summer 1	Athletics In this unit, children will develop basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. OAA In this unit, children will begin to develop problem-solving skills through a range of challenges. They will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Children will develop communication skills, taking on the role of a leader and working within a team. They will develop navigation skills including orienting a map, identifying key symbols and drawing and following a route.	Summer 2	Cricket In this unit, children will explore their understanding of the principles of striking and fielding. They will expand on their knowledge of the different roles of bowler, wicketkeeper, fielder and batter. They will aim to avoid fielders when batting so that they can run between wickets to score runs. Dodgeball In this unit, children will learn how to apply simple tactics to outwit their opponents by hitting opponents with a ball whilst avoiding being hit. Children will be given opportunities to play games independently and are taught the importance of fair play.

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Spanish curriculum overview

Autumn 1	Dates in Spanish Mastering the numbers to 31 and the months of the year, the children will learn to say the date. They will learn about some of the countries' biggest festivals and the dates they occur. They will also learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions.	Autumn 2	Pets in Spanish The children will learn the names of different animals and use adjectives to describe their characteristics. They will apply their vocabulary and sentence-building skills to write a story about a visit to a pet shop and perform their stories to an audience.
Spring 1	Weather in Spain Identifying different locations in Spain using compass points and learning phrases for different types of weather, the children will apply their speaking and listening skills by preparing and presenting a weather forecast in Spanish.	Spring 2	In a Spanish cafe Reading and creating typical Spanish café menus, the children will learn to order food and drink and role-play conversations between waiting staff and customers. When practising and performing these role-plays, the children will evaluate and improve their conversations, making them sound as natural as possible.
Summer 1	Spanish celebrations Finding out about some key festivals and celebrations in Spain, the children will develop their knowledge of festival-related vocabulary. They will learn how to express likes and dislikes when describing activities related to different celebrations.	Summer 2	The Amazon Rainforest Identifying the geographical features found in Peru, the children will immerse themselves deeply in the sights and sounds of the Amazon rainforest. They will describe the different animals they encounter in each layer.

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RE curriculum overview

Autumn 1	Are all religions equal? The children will investigate the origins and connections of different religions by exploring their geographical and historical development. They will examine Sikh and Bahá'í beliefs about unity and equality and apply their learning by creating a promotional resource for World Religion Day.	Autumn 2	What makes some texts sacred? The children will examine the role of scripture in different religions by exploring how sacred texts are used and treated. They will investigate what these practices reveal about the value placed on scripture, recognise how the Guru Granth Sahib is treated with great respect and analyse information collaboratively.
Spring 1	Just how important are our beliefs? The children will explore how people show commitment to their beliefs by investigating practices such as ceremonies, charitable giving, dietary choices and clothing. They will use photographs, personal responses and information texts to examine why these expressions of commitment are important to different people.	Spring 2	Who was Jesus really? The children will investigate the life and teachings of Jesus by exploring accounts from the Bible and examining how different people viewed him during his lifetime. They will learn about his ministry, consider different interpretations of his parables and miracles and explore the significance of his death and resurrection for many Christians.
Summer 1	Why is the Bible the best-selling book of all time? The children will investigate how the Christian Bible developed over time by exploring when it was written and the different types of writing it contains. They will examine how some Christians use the Bible today and apply their understanding by creating a presentation on its features and significance.	Summer 2	Does the language of scripture matter? The children will explore the use of different languages in religious scriptures by investigating what this can reveal about beliefs, identity and tradition. They will experiment with Arabic calligraphy, examine the role of language in sacred texts and use maps to retell stories of migration and diaspora.

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PSHE curriculum overview

Autumn 1	Being Me in My World <i>Knowledge</i> • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community <i>Social and Emotional Skills</i> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion/task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	Autumn 2	Celebrating Difference <i>Knowledge</i> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify, e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be, taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change <i>Social and Emotional Skills</i> • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different
Spring 1	Dreams and Goals <i>Knowledge</i> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group	Spring 2	Healthy Me <i>Knowledge</i> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them

	<i>Social and Emotional Skills</i> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time		• Know what they think is right and wrong <i>Social and Emotional Skills</i> • Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know how to be assertive
Summer 1	<i>Relationships</i> <i>Knowledge</i> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes a friendship/ relationship should end if it is causing negative feelings or is unsafe <i>Social and Emotional Skills</i> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate	Summer 2	<i>Changing Me</i> <i>Knowledge</i> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know some of the changes on the inside that happen during puberty (From Y3 plans) • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions <i>Social and Emotional Skills</i> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change

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