

PSHE Drug, alcohol and tobacco education

are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used
can identify why a person may choose to use or not use a drug
are able to state some alternatives to using drugs
know how alcohol can affect the body
explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed
know that there are laws and guidelines related to the consumption of alcohol.

can explain what is meant by the terms 'habit' and 'addiction'
can identify different behaviours that are related to drug use
know where they can go for help if they are concerned about someone's use of drugs.

know what asthma is and how it can affect people
can recognise the symptoms of an asthma attack
understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack

Sex and relationship education

are able to identify feelings and understand how they affect behaviour

can practise strategies for managing relationships and changes during puberty

can empathise with other people's feelings in relationships, including parents and carers.

can explain how changes at puberty affect body hygiene

can describe how to care for their bodies during puberty
can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming.

can identify changes throughout the human life cycle

understand change is on-going

understand change is individual

Online safety

Use technology safely, respectfully and responsibly;
recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

YEAR 4 MTP

Summer 2

Theme: Gamestation!

Science: Electricity

Enrichment Experience :

A day without electricity

History/ Geography

Not covered this half term.

PE – Athletics

To practise and use running, sprinting and dynamic balance.

To develop strength and stamina through sustained periods of rigorous activity.

To master basic movements including jumping, throwing and running.

To practice runs, leaps, jumps and locomotion in more complex sequences.

To evaluate skills to aid improvement.

To work collaboratively and perform with a partner.

To define muscle groups needed to support the core of their body.

To use a variety of equipment, ways of measuring and timing, comparing effectiveness of different styles or runs, jumps and throws.

DT-

I can research facts about famous inventors/designers etc linked to my product.

I can research and evaluate existing products based on their design and use.

I can use learning from science to understand that simple electrical circuits and components can be used to create functional products and describe how the product works.

I understand the purpose of my product and the requirements of my intended users (including design features)

I can develop my own design criteria.

I can order the main stages of making.

I can represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate).

I can choose materials and tools to use based on suitability of their properties.

I can measure, mark, cut and shape materials and components with some accuracy.

I can create pattern pieces and prototypes, using my design criteria.

I can make strong, stiff shell structures for a purpose.

I can join, assemble and combine materials and components with some accuracy.

I can use finishing techniques, including skills learnt in Art with some accuracy.

I can use my design criteria to evaluate my product – identifying both strengths and areas for development and considering the views of others.