Year 4 – Summer Term 1 Explore and Enquire MTP

Theme: Anglo-Saxons
Driver: History/Geography

The Big Question: Was King Alfred great?

Reading	for	Pleasure	Class	Nove	ŀ
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
			Unit: Newspaper Report – Battl	e of Hastings	<u>Unit:</u> Letter					
		Supporting Text: ANGLO- SAXON		NC Link: Discussing writing like that which they are planning to		Supporting Text: Example of a letter explaining how life				
English		NC Link: Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		NC Link: Organising paragraphs around a theme Discussing writing like that which they are planning to				
		volume so that the meaning is cl	_	.Cross curricular – history – Batt	ele of Hastings	write in order to understand and vocabulary and grammar.	d learn from its structure,			
		Resilience		Reilence		Cross curricular – history – life a	and death			
	Enrichment	Launch: Trip: Bakewell Old House Museum								
		Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.			
0	Focus	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.			
Visit to	SPAG Fo	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.			
		Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.			
		Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2			

	Text: Anglo- Saxon boy	Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy
	Focus: Retrieval, Vocabulary.	Focus: Vocabulary, Retrieval.	Focus: Summary, Vocabulary.	Focus: Vocabulary, Summarise.	Focus: Vocabulary, summarise.	Focus: Vocabulary, infer.
	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Using dictionaries to check the meaning of words that they have read.	NC Link: Using dictionaries to check the meaning of words that they have read.	NC Link: Asking questions to improve their understanding of a text.
Guided Reading	both books that are read to them and those they can read	Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Predicting what might happen from details stated and implied. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Identifying main ideas drawn from more than 1 paragraph and summarising these. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Identifying main ideas drawn from more than 1 paragraph and summarising these. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Unit: Decimals

Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals

NC Link: recognise and write decimal equivalents to 1/4, 1/2, 3/4

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 round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places

Unit: Decimals and Money

Step 6 Order decimals
Step 7 Round to the nearest
whole number
Step 8 Halves and quarters as
decimals
End of block assessment
(version B)
Step 1 Write money using
decimals

NC Link: recognise and write decimal equivalents to 1/4, 1/2, 3/4

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 round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places

Unit: Money

Step 2 Convert between pounds and pence
Step 3 Compare amounts of money
Step 4 Estimate with money
Step 5 Calculate with money
Step 6 Solve problems with money

NC Link: estimate, compare and calculate different measures, including money in pounds and pence

Unit: Time

Money
Step 1 Years, months, weeks
and days
Step 2 Hours, minutes and
seconds
Step 3 Convert between
analogue and digital times
Step 4 Convert to the 24 hour
clock

NC Link: read, write and

convert time between

End of block assessment -

analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days



Unit: Time and Geometry

Step 5 Convert from the 24 hour clock
End of block assessment (version B)
Consolidation
Step 1 Understand angles as turns
Step 2 Identify angles

NC Link: read, write and convert time between analogue and digital 12- and 24-hour clocks

solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in

different orientations

line of symmetry

complete a simple symmetric figure with respect to a specific

Unit: Geometry

Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons

NC Link: compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry



	Unit: States of Matter	Unit: States of Matter	Unit: States of Matter			
	Unit: States of Matter		Unit: States of Matter	Unit: States of Matter	Unit: States of Matter	Unit: States of Matter
	Lesson: What states of matter	Lesson: Can we investigate	Lesson: What happens when	Lesson: Why is water so	Lesson: Can I investigate	Lesson: What is the water
	are there?	gases?	matter heats up and cools	wonderful?	evaporation?	cycle?
			down?			
Science	NC Link: 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	NC Link: 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	NC Link: 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	NC Link: 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 Cross curricular – geography – physical features	NC Link: 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	NC Link: 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 Cross curricular — geography — physical features
	Unit: Teach Computing – Photo Editing	Unit: Teach Computing – Photo Editing	Unit: Teach Computing – Photo Editing	Unit: Teach Computing – Photo Editing	Unit: Teach Computing – Photo Editing	Unit: Teach Computing – Photo Editing
	<u>Lesson:</u> Changing Digital Images	<u>Lesson:</u> Changing the Composition of Images.	<u>Lesson:</u> Changing Images for Different Uses.	<u>Lesson:</u> Retouching Images.	<u>Lesson:</u> Fake Images.	Lesson: Making and Evaluating a Publication.
Computing	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	Unit: Colour	Unit: Colour	<u>Unit: Colour</u>	Unit: Colour			
	Illuminated manuscripts.	<u>Lesson:</u> How is colour used in a manuscript?	<u>Lesson:</u> How can I use colour?	<u>Lesson:</u> Can I create a final piece using colour?			
Art & Design	Lesson: What is an illuminated manuscript NC Link: to create sketch books to record their observations and use them to review and revisit ideas 1 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 1 about great artists, architects and designers in history. Cross curricular - English	NC Link: to create sketch books to record their observations and use them to review and revisit ideas Ito improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	NC Link: to create sketch books to record their observations and use them to review and revisit ideas 1 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 1 about great artists, architects and designers in history.	NC Link: to create sketch books to record their observations and use them to review and revisit ideas 1 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 1 about great artists, architects and designers in history.			
Design & Technology	Respect				Unit: Construction Lesson: What is a bird hide? NC Link: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Packets and designers in history.	Unit: Construction Lesson: What materials do I need to make a bird hide? NC Link: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. Cross curricular – science – living things in their habitat	Unit: Construction Lesson: Can I design my bird hide? NC Link: to create sketch books to record their observations and use them to review and revisit ideas 1 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 1 about great artists, architects and designers in history.

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				Unit: European Neighbours	Unit: European Neighbours			Unit: European Neighbours
				Lesson: Locational Knowledge	Lesson: Locational Knowledge			<u>Lesson:</u> Map Skills and Field Work
				Where is Europe and what is it's features?	What are the locations of the countries in Europe?			What is the distance between
				NC Link: Locate the world's	NC Link: Locate the world's			the United Kingdom and Egypt?
				countries, using maps to focus	countries, using maps to focus			
				on Europe (including the location of Russia) and North	on Europe (including the location of Russia) and North			NC Link: Use fieldwork to observe, measure, record and
	phy			and South America, concentrating on their	and South America, concentrating on their			present the human and physical features in the local
	Geography			environmental regions, key	environmental regions, key			area using a range of methods,
	Ge			physical and human characteristics, countries, and	physical and human characteristics, countries, and			including sketch maps, plans
				major cities.	major cities.			and graphs, and digital technologies.
					Tollerance			Cross Curricular: Maths -
				Rule of Law	Respect			Compass_
								Department of the latest of th
								Angeonic disty
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		Unit: Anglo-Saxons	Unit: Anglo-Saxons			Unit: Anglo-Saxons	Unit: Anglo-Saxons	
		Chronology	Childhood			Life and Death	Significant Person	
		Lesson 1: When were the	Lesson : What was Anglo-			Lesson: What was society	Lesson: Who was Alfed the	
		Anglo-Saxons?	Saxon life like?			and culture like for Anglo-	Great and what was his	
		Britain's settlement by Anglo-	Britain's settlement by Anglo-			Saxons?	importance?	
		Saxons and Scot	Saxons and Scot			Britain's settlement by Anglo- Saxons and Scot	Britain's settlement by Anglo-	
		NC Link: Britain's settlement	NC Link: Britain's settlement by Anglo-Saxons and Scots			Saxons and Scot	Saxons and Scot	
	ory	by Anglo-Saxons and Scots	, ,			NC Link: Britain's settlement by Anglo-Saxons and Scots	NC Link: Britain's settlement	
	History	the Viking and Anglo-Saxon struggle for the Kingdom of	the Viking and Anglo-Saxon struggle for the Kingdom of				by Anglo-Saxons and Scots	
		England to the time of	England to the time of			the Viking and Anglo-Saxon struggle for the Kingdom of	the Viking and Anglo-Saxon struggle for the Kingdom of	
		Edward the Confessor	Edward the Confessor			England to the time of	England to the time of	
		47 20 3	Cross Curricular Links: English			Edward the Confessor	Edward the Confessor	
		Generate Enquire Together	Explanation text			23 2n		
			6			Generate Enquire	Cross curricular – English – biography	
			4147					
			Enquire Generate					

	<u>Unit:</u> All About School	Unit: All About School	Unit: All About School	<u>Unit:</u> All About School	<u>Unit:</u> All About School	Unit: All About School
	NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.	NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.	NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.	NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.	NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.	NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.
MFL	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.
	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.

	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets
	To confidently identify and	To talk about the musical	Talk about the music and how	Listen carefully and	When you talk try to use	When you talk try to use
	move to the pulse.	dimensions working together	it makes them feel.	respectfully to other people's	musical words.	musical words.
		in the Unit songs eg if the song		thoughts about the music		
	NC Link: improvise and	gets louder in the chorus	NC Link: improvise and		NC Link: improvise and	NC Link: improvise and
	compose music for a range of	(dynamics).	compose music for a range of	NC Link: improvise and	compose music for a range of	compose music for a range of
	purposes using the inter- related dimensions of music	NC Link: improvise and	purposes using the inter- related dimensions of music	compose music for a range of purposes using the inter-	purposes using the inter- related dimensions of music	purposes using the inter- related dimensions of music
	related differisions of music	compose music for a range of	related difficultions of music	related dimensions of music	related differisions of music	Telated differisions of music
	Listen with attention to detail	purposes using the inter-	Listen with attention to detail		Listen with attention to detail	Listen with attention to detail
	and recall sounds with	related dimensions of music	and recall sounds with	Listen with attention to detail	and recall sounds with	and recall sounds with
ي ا	increasing aural memory		increasing aural memory	and recall sounds with	increasing aural memory	increasing aural memory
		Listen with attention to detail		increasing aural memory		
	Use and understand staff and other musical notations	and recall sounds with	Use and understand staff and other musical notations	Use and understand staff and	Use and understand staff and other musical notations	Use and understand staff and other musical notations
	other musical notations	increasing aural memory	other musical notations	other musical notations	other musical notations	Other musical notations
	Appreciate and understand a	Use and understand staff and	Appreciate and understand a	Strict musical notations	Appreciate and understand a	Appreciate and understand a
	wide range of high-quality live	other musical notations	wide range of high-quality live	Appreciate and understand a	wide range of high-quality live	wide range of high-quality live
	and recorded music drawn		and recorded music drawn	wide range of high-quality live	and recorded music drawn	and recorded music drawn
	from different traditions and	Appreciate and understand a	from different traditions and	and recorded music drawn	from different traditions and	from different traditions and
	from great composers and musicians	wide range of high-quality live and recorded music drawn	from great composers and musicians	from different traditions and from great composers and	from great composers and musicians	from great composers and musicians
	Illusicialis	from different traditions and	Inusicians	musicians	Illusicialis	Illusicialis
	8	from great composers and				*
	Respect	musicians	S Proposition of the Proposition	Respect		Recliance
	Unit: Athletics	Unit: Athletics	Unit: Athletics	Unit: Athletics	Unit: Athletics	Unit: Athletics
	<u>Smal</u> / terricolos	<u>same</u> , terricules	- Turneties	- Admentes	<u> </u>	- Table 1 to 1 t
	Lesson: Athletics (running,	Lesson: Athletics (running,	Lesson: Athletics (running,	Lesson: Athletics (running,	Lesson: Athletics (running,	Lesson: Athletics (running,
	jumping, throwing)	jumping, throwing)	jumping, throwing)	jumping, throwing)	jumping, throwing)	jumping, throwing)
	<u>Unit:</u> Net/Wall Games	<u>Unit:</u> Net/Wall Games	<u>Unit:</u> Net/Wall Games	<u>Unit:</u> Net/Wall Games	Unit: Net/Wall Games	<u>Unit:</u> Net/Wall Games
	Lesson: Tennis	Lesson: Tennis	Lesson: Tennis	<u>Lesson:</u> Tennis	<u>Lesson:</u> Tennis	Lesson: Tennis
	Lesson. Termis	LESSON. TEITHIS	LESSOII. TEITIIIS	LESSOII. TEITHIS	LESSOII. TEITIIIS	LESSON. TEIRIS
	NC Link: Play competitive	NC Link: Play competitive	NC Link: Play competitive	NC Link: Play competitive	NC Link: Play competitive	NC Link: Play competitive
2	Sames and albert ages	games and apply basic	games and apply basic	games and apply basic	games and apply basic	games and apply basic
	principles suitable for	principles suitable for	principles suitable for	principles suitable for	principles suitable for	principles suitable for
	attacking and defending.	attacking and defending.	attacking and defending.	attacking and defending.	attacking and defending.	attacking and defending.
	12 J	埃上	1.2k	1.2k	₩ _	埃
	Take part in outdoor	Take part in outdoor	Take part in outdoor	Take part in outdoor	Take part in outdoor	Take part in outdoor
	and adventurous activity	and adventurous activity	and adventurous activity	and adventurous activity	and adventurous activity	and adventurous activity
	challenges both individually	challenges both individually	challenges both individually	challenges both individually	challenges both individually	challenges both individually
	and within	and within	and within	and within	and within	and within
	*				Respect	**
	2/ The state of th				Respect	Resilience Bespect

	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism
RE	Lesson: Who and where founded Buddhism?	Lesson: What are the main beliefs of Buddhism?	Lesson: What places are special to Buddhists?	<u>Lesson:</u> What happens at the major Buddhist festivals?	Lesson: What is the Buddhist holy book?	Lesson: Can I name and explain the meaning of Buddhist symbols?
	Respect					Region billy
	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	Unit: Relationships
	<u>Lesson:</u> Jealousy	<u>Lesson:</u> Love and Loss	<u>Lesson:</u> Memories	Lesson: Getting on and falling out	Lesson: Girlfriends and Boyfriends.	Lesson: Celebrating my relationships with people and
	I can recognise situations	I can identify someone I love	I can tell you about someone I			animals.
	which can cause jealousy in relationships.	and can express why they are special to me.	know that I no longer see.	I can recognise how friendships change, know how	I understand that boyfriend/girlfriend	I know how to show love and
¥	relationships.	special to me.	I understand that we can	to make new friends and how	relationships are personal and	appreciation to the people and
PSHE	I can identify feelings	I know how most people feel	remember people even if we	to manage when I fall out with	special, and there is no need to	animals who are special to me.
	associated with jealousy and suggest strategies to problem-	when they lose someone or something they love.	no longer see them.	my friends.	feel pressurised into having a boyfriend/girlfriend.	I can love and be loved.
	solve when this happens.		Repossibility 10	I know how to stand up for	(# <u>1</u>	
	Report Report	Respect		myself and how to negotiate and compromise.	Worty Worty	Report
	Respect Respect			Report Report		