Year 4 - Term 1 Explore and Enquire MTP

Theme: Ancient Greece Driver: History/Geography

The Big Question: What is the legacy of the Ancient Greeks?

Reading for Pleasure Class Novel: Charlotte's Web



	Worl: 4	Wo -1- 2	Worls 2	Mark 4	NA/a all E	Worls C	\A/1. 7
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<u>Unit:</u> Script	<u>Unit:</u> Script	<u>Unit:</u> Setting Description	<u>Unit:</u> Setting Description	<u>Unit:</u> Newspaper Report	<u>Unit:</u> Newspaper Report	
	Supporting Text: Mark of the	Supporting Text: Mark of the	Supporting Text: Beasts of	Supporting Text: Beasts of	Supporting Text: Beasts of	Supporting Text: Beasts of	
	Cyclops.	Cyclops.	Olympus	Olympus	Olympus	Olympus	
	ARKO CLOS SAVIOUR PIROTTA	SAVIOUR PIROTTA	G M PUS TO TOTAL T	CLM FUS CLM FUS Totaling	GLYMPUS GLYMPUS W COAT	C M PUS	
	To write a script.	To write a script.	To write a setting description.	To write a setting description.	To write a newspaper report.	To write a newspaper report.	
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 volume so that the meaning is clear. Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	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 volume so that the meaning is clear.	NC Link: In narratives, creating settings, characters and plot. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Cross curricular – history – Ancient Greece	NC Link: In narratives, creating settings, characters and plot. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	NC Link: Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense.	NC Link: Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense.	
	<u>Launch:</u> Magna trip – pre-teach	on sound for science.					
Enrichment	Key Questions: How does sound	I travel?					
ırichı	Media/Visual Literacy:						
ᇤ	Reposibility Realience Respect						

		Using the present perfect form of verbs in contrast to the past	Using the present perfect form of verbs in contrast to the past	Using the present perfect form of verbs in contrast to the past	Using the present perfect form of verbs in contrast to	Using the present perfect form of verbs in contrast to	Using the present perfect form of verbs in contrast to the past	
		tense.	tense.	tense.	the past tense.	the past tense.	tense.	
	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.	
	SPAG F	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	
9		Text: Charlotte's Web	Text: Charlotte's Web	Text: Charlotte's Web	Text: Charlotte's Web	Text: Charlotte's Web	Text: Text: Charlotte's Web	
Visit to		Focus: Vocabulary, retrieval.	Focus: Vocabulary, retrieval.	Focus: Vocabulary, predict, explain.	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	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns	Retrieve and record information from non-fiction. Participate in discussion about both books that are read to	Predicting what might happen from details stated and implied.	Identifying main ideas drawn from more than 1 paragraph and summarising these.	Identifying main ideas drawn from more than 1 paragraph and summarising these.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
		and listening to what others say.	them and those they can read for themselves, taking turns and listening to what others say.	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.	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.	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.	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: Place Value	Unit: Place Value	Unit:	Unit: Place Value/Addition	Unit: Addition and	Unit: Addition and
	Sinc. Flace Value	Lesson 4: Thousands	Lesson 9: Number line to 10,000	and Subtraction	Subtraction	Subtraction/Measurement
	Lesson 1: Represent numbers	Lesson 5: represent numbers to	Lesson 10: Estimate a number	Lesson 14: Round to the	<u> </u>	Area
	to 1000	10,000	line to 10,000	nearest 10	Consolidation – Place Value	Lesson 5: Subtract two 4-digit
	Lesson 2: Partition numbers to	Lesson 6: Partition numbers to	Lesson 11: Compare numbers to	Lesson 15: Round to the	consolidation Tides value	numbers – no exchange
	1000	10,000	10,000	nearest 100.	Lesson 1: Add & subtract	Lesson 6: Subtract two 4-digit
	Lesson 3: Number line to 1000	Lesson 7: Flexible partitioning to	Lesson 12: Order numbers to	Lesson 16: Round to nearest	1s,10s,100s and 1000s	numbers – one exchange
	Lesson 3. Number line to 1000	10,000	10,000	1000	Lesson 2: Add up to two 4-	Lesson 7: Subtract two 4-digit
	NC Link:	Lesson 8: Find 1, 10, 100, 1000	Lesson 13: Roman Numeral	Lesson 17: Round to the	digit numbers	numbers – more than one
	• find 1,000 more or less than a	more or less	Lesson 13. Noman Numeral	nearest 10, 100 or 1000.	Lesson 3: Add up to two 4-	exchange
	given number	inore or less	NC Link: find 1,000 more or less		digit numbers – one exchange	Lesson 8: Efficient Subtraction
	 count backwards through 0 to 	NC Link: find 1,000 more or less	than a given number	NC Link: find 1,000 more or less	Lesson 4: Add up to two 4-	Lesson 9: Estimate Subtraction
	include negative numbers	than a given number		than a given number	digit numbers – more than	Lesson 3. Estimate Subtraction
			 count backwards through 0 to include negative numbers 		one exchange	NC Links NC Links add and
	 recognise the place value of each digit in a four-digit number 	count backwards through 0 to include negative numbers		 count backwards through 0 to include negative numbers 	one exchange	NC Link: NC Link: add and
	(1,000s, 100s, 10s, and 1s)		 recognise the place value of each digit in a four-digit number 		NC Link: add and subtract	subtract numbers with up to
	order and compare numbers	 recognise the place value of each digit in a four-digit number 	(1,000s, 100s, 10s, and 1s)	recognise the place value of each digit in a four-digit number		4 digits using the formal
	beyond 1,000	(1,000s, 100s, 10s, and 1s)	order and compare numbers	(1,000s, 100s, 10s, and 1s)	numbers with up to 4 digits	written methods of columnar
SL	 identify, represent and estimate 	order and compare numbers	beyond 1,000	order and compare numbers	using the formal written	addition and subtraction
Maths	numbers using different	beyond 1,000		beyond 1,000	methods of columnar	where appropriate
Σ	representations		 identify, represent and estimate numbers using different 	,	addition and subtraction	estimate and use inverse
	round any number to the nearest	 identify, represent and estimate numbers using different 	representations	 identify, represent and estimate numbers using different 	where appropriate	
	10, 100 or 1,000	representations	round any number to the nearest	representations	estimate and use inverse	operations to check answers
	solve number and practical	round any number to the nearest	10, 100 or 1,000	 round any number to the 		to a calculation
	problems that involve all of the	10, 100 or 1,000	solve number and practical	nearest 10, 100 or 1,000	operations to check	solve addition and
	above and with increasingly large	solve number and practical	problems that involve all of the	solve number and practical	answers to a calculation	subtraction two-step
	positive numbers	problems that involve all of the	above and with increasingly large	problems that involve all of the	solve addition and	problems in contexts,
		above and with increasingly large	positive numbers	above and with increasingly	subtraction two-step	deciding which operations
		positive numbers		large positive numbers	problems in contexts,	and methods to use and why
					deciding which operations	and methods to use and why
		(4.1)		(*)	and methods to use and	
						find the area of rectilinear
		Resilience		Resilience	why	shapes by counting squares
						Shapes by counting squares
					n⊕n	
					28	- K_I
					especial inj	Resilence
	Haite Anima de la chicella c	Hote Animale in dividing	Heath. Amine also in also diese	Haite Animale in studios	Haite Animale in division	Heits Agins de including
	<u>Unit:</u> Animals including	<u>Unit:</u> Animals including	<u>Unit:</u> Animals including	<u>Unit:</u> Animals including	<u>Unit:</u> Animals including	Unit: Animals including
	Humans.	Humans.	Humans.	Humans.	Humans.	Humans.
	Lesson: What are the parts of	Lesson: What are the functions	<u>Lesson:</u> What are the functions	Lesson: How do teeth decay?	<u>Lesson:</u> How do teeth decay?	Lesson: What are the food
	· ·		of teeth?	Lesson. How do teeth decay?	(Investigation part 2)	
ė	the digestive system?	of the digestive system?				chains?
Science			NC Link: Describe the simple	NC Link: Identify the different	NC Link: Identify the different	
Scie	NC Link: Describe the simple	NC Link: Describe the simple	functions of the basic parts of	types of teeth in humans and	types of teeth in humans and	NC Link: Construct and interpret
	functions of the basic parts of	functions of the basic parts of	the digestive system in	their simple functions	their simple functions	a variety of food chains,
	1	the digestive system in		unen simple functions	dien simple functions	
	the digestive system in	humans	humans.			identifying producers, predators
	humans.	**				and prey.
		Resilence		Emponsish Bily		Resilence

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		Unit: Teach Computing –	Unit: Teach Computing –	Unit: Teach Computing –	Unit: Teach Computing –	Unit: Teach Computing –	Unit: Teach Computing –
		Computing Systems and	Computing Systems and	Computing Systems and	Computing Systems and	Computing Systems and	Computing Systems and
		Networks – The Internet.	Networks – The Internet.	Networks – The Internet.	Networks – The Internet.	Networks – The Internet.	Networks – The Internet.
	Computing	Lesson: Connecting Networks. NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Lesson: What is the Internet Made of? NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Lesson: Sharing Information. NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Lesson: What is a website? 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.	Lesson: Can I Believe what I Read? 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: Greek Vase	Unit: Greek Vase	Unit: Greek Vase	Unit: Greek Vase	Unit: Greek Vase	
		<u>Lesson:</u> Pattern	<u>Lesson: Pattern</u>	<u>Lesson: Pattern</u>	<u>Lesson: Pattern</u>	<u>Lesson: Pattern</u>	
			-	· · · · · · · · · · · · · · · · · · ·			
		Research different Vases,	Who was a famous sculpting	Design a Vase – linking to	Create Greek Vase.	Evaluate the vase – showing	
		where does it come from?	artist?	Olympics. What are you going	How do you create a Greek	the vase in a art show to	
		History.		to need?	vase and what detail is	parents and school.	
		·			needed?	·	
	5						
	Design	NC Link: To create sketch	NC Link: To create sketch books	NC Link: To create sketch books		NC Link: To improve their	
	۵	books to record their	to record their observations and	to record their observations and	NC Link: To create sketch	mastery of art and design	
Art &	ب ∞	observations.	use them to review and revisit	use them to review and revisit	books to record their	techniques, including drawing,	
	₹	n\otin n	ideas.	ideas.	observations and use them to	painting and sculpture with	
		Respons to Bly			review and revisit ideas.	clay.	
				To improve their mastery of art		₩	
				and design techniques,	To improve their mastery of	Resilience	
				including drawing.	art and design techniques,		
			Cross Curricular – history	_ *	including drawing, painting		
			ancient Greeks	Resilence	and sculpture with clay.		
					Propositily Branchilly		
					Responsibility		

						<u>Unit:</u> Olympics Bag	Unit: Olympics Bag
						<u>Lesson:</u> Research	<u>Lesson:</u> Design
Design & Technology						NC Link: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Cross Curricular – PE – athletics	NC Link: Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
				Unit: Greece	Unit: Greece	Unit: Greece	
				<u>Lesson:</u> Locational	Lesson: Physical knowledge	<u>Human Knowledge</u>	
				Where is Greece? NC Link: Types of settlement	What are the physical features of Greece?	Lesson: What are the human features of Greece?	
Geography				and land use, economic activity including trade links,	NC Link: Understand geographical similarities and	NC Link: Locate the world's	
Geog				and the distribution of natural resources including energy,	differences through the study of human and physical	countries, using maps to focus on the world concentrating on	
				food, minerals and water.	geography of a region of the United Kingdom, a region in a	their environmental regions, key physical and human	
				Benocracy	European country.	characteristics, countries, and major cities.	
						Rile of Law	
	<u>Unit:</u> Ancient Greece	<u>Unit:</u> Ancient Greece	Unit: Ancient Greece				
	<u>Lesson:</u> Chronological	<u>Lesson:</u> Cause and Significant Effect	Lesson: Consequence and Legacy				
	When was Ancient Greece?	What was life like in Ancient	How did Ancient Greeks				
>	NC Link: Ancient Greece – a	Greece?	influence the modern world?				
History	study of Greek life and achievements and their	NC Link: Ancient Greece – a	NC Link: Ancient Greece – a				
	influence on the western world.	study of Greek life and achievements and their	study of Greek life and achievements and their				
	woriu.	influence on the western world.	influence on the western world.				
		Rule of Law Reports Billy	Cross curricular				
			geography – human features				

	Unit: Meet and Greet	Unit: Meet and Greet	<u>Unit:</u> Meet and Greet	Unit: Meet and Greet	Unit: Meet and Greet	Unit: Meet and Greet
	<u>Lesson:</u> Hello!	<u>Lesson:</u> What 's Your Name?	Lesson: How are you?	<u>Lesson:</u> Goodbye!	<u>Lesson:</u> Numbers 0-10	Lesson: How Old Are You?
	NC Link: Listen attentively to					
	spoken language and show	NC Link: Listen attentively to	NC Link: Listen attentively to	NC Link: Listen attentively to	NG Links Links a new	NC tiele Listen attention by
	understanding by joining in	spoken language and show	spoken language and show	spoken language and show	NC Link: Listen attentively to	NC Link: Listen attentively to
	and responding.	understanding by joining in and	understanding by joining in and	understanding by joining in	spoken language and show	spoken language and show
		responding.	responding.	and responding.	understanding by joining in	understanding by joining in and
	Explore the patterns and	Explore the patterns and sounds	Explore the patterns and sounds	Explore the patterns and	and responding.	responding.
	sounds of language through		·	·	Explore the patterns and	Explore the patterns and sounds
	songs and rhymes and link the	of language through songs and	of language through songs and	sounds of language through	sounds of language through	of language through songs and
	spelling, sound and meaning of	rhymes and link the spelling,	rhymes and link the spelling,	songs and rhymes and link the	songs and rhymes and link the	rhymes and link the spelling,
MFL	the words.	sound and meaning of the	sound and meaning of the	spelling, sound and meaning	spelling, sound and meaning	sound and meaning of the
		words.	words.	of the words.	of the words.	words.
	Engage in conversations; ask				of the words.	words.
	and answer questions; express	Engage in conversations; ask	Engage in conversations; ask	Engage in conversations; ask	Funnania namunumatiama adi	France in comparentians, call
	opinions; respond to those of	and answer questions; express	and answer questions; express	and answer questions; express	Engage in conversations; ask	Engage in conversations; ask
	others; seek clarification and	opinions; respond to those of	opinions; respond to those of	opinions; respond to those of	and answer questions; express	and answer questions; express
	help.	others; seek clarification and	others; seek clarification and	others; seek clarification and	opinions; respond to those of	opinions; respond to those of
	·	help.	help.	help.	others; seek clarification and	others; seek clarification and
	Speak in sentences using				help.	help.
	familiar vocabulary, phrases	Speak in sentences using	Speak in sentences using	Speak in sentences using		
	and basic language structures.	familiar vocabulary, phrases and basic language structures.	familiar vocabulary, phrases and basic language structures.	familiar vocabulary, phrases and basic language structures.	Speak in sentences using familiar vocabulary, phrases	Speak in sentences using familiar vocabulary, phrases and
	and basic language structures.	basic idiigaage stractares.	Suste language structures.	and basic language structures.	and basic language structures.	basic language structures.
	Resilience		Respect		<u>*</u>	
					Resilience	

Inspire Music: Guitar	Inspire Music: Guitar	Inspire Music: Guitar	Inspire Music: Guitar	Inspire Music: Guitar	Inspire Music: Guitar
To confidently identify and	To talk about the musical	Talk about the music and how it	Listen carefully and	When you talk try to use	When you talk try to use
move to the pulse.	dimensions working together in	makes them feel.	respectfully to other people's	musical words.	musical words.
move to the pulse.	the Unit songs eg if the song	NC Link: improvise and	thoughts about the music	musical words.	musical words.
NC Link: improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and	gets louder in the chorus dynamics). NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail	compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations	NC Link: improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	NC Link: improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and	NC Link: improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Unit: Multi-skills and Tag Rugby NC Link: Use running, jumping, throwing and catching in isolation and in combination.	Unit: Multi-skills and Tag Rugby NC Link: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Unit: Multi-skills and Tag Rugby NC Link: Take part in outdoor and adventurous activity challenges both individually and within a team Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Unit: Multi-skills and Tag Rugby NC Link: Take part in outdoor and adventurous activity challenges both individually and within a team Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Unit: Multi-skills and Tag Rugby NC Link: Take part in outdoor and adventurous activity challenges both individually and within a team Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Unit: Multi-skills and Tag Rugby NC Link: Take part in outdoor and adventurous activity challenges both individually and within a team Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Unit: The Bible	<u>Unit:</u> The Bible	<u>Unit:</u> The Bible	<u>Unit:</u> Bible	<u>Unit:</u> Bible	Unit: Bible
ш	Lesson: Who wrote the Bible?	Lesson: Stories, Songs and Psalms Cross curricular – music - hymns	Lesson: Speaking in Stories	Lesson: How do Christians use the Bible? Responsibility	Lesson: What is sacred to you?
		angonability and a second seco			

Text: Wonder Lesson: Becoming a Class 'Team' I know my attitudes and actions make a different to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. Text: Wonder Lesson: Reprosibilities and Democracy. I understand how democracy works through the School Council. I can take on a role in a group and contribute to the overall outcome. Text: Wonder Lesson: Rewards and Consequences. I understand how democracy works through the School Council. I understand how democracy works through the School Council. I can take on a role in a group and contribute to the overall outcome. Text: Wonder Lesson: Rewards and Consequences. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I can take on a role in a group and contribute to the overall outcome. I try to make people feel welcome and valued. Text: Wonder Lesson: Rewards and Consequences. I understand how democracy works through the School Council. Lesson: Rewards and Consequences. I understand how groups come together to make decisions. Learning Charter. I understand how groups come together to make decisions. Lan take on a role in a group and contribute to the overall outcome. I understand how remarks and the overall outcome. Lesson: Rewards and Consequences. I understand how groups come together to make decisions. Lan take on a role in a group and contribute to the overall outcome. Lesson: Text: Wonder Lesson: Own learning Charter. Luderstand how groups come together to make decisions. Lan take on a role in a group and contribute to the overall outcome. Consecuricular: English – Class rules. Cross Curricular: English – Class		Unit: Unit: Being Me.	Unit: Being Me.	<u>Unit:</u> Being Me.	<u>Unit:</u> Being Me.	<u>Unit:</u> Relationships	<u>Unit:</u> Being Me.
Team' I know my attitudes and actions make a different to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I try to make people feel welcome and valued. I try to make people feel welcome and valued. I understand who is in my school community, the roles they play and how I fit in. I understand how democracy works through the School Council. I understand how democracy works through the School Council. I understand how democracy works through the School Council. I understand how democracy and having a voice benefits the school community. I understand how groups feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community. I understand how offers; I can recognise my contribute to the overall outcome. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community. I try to make people feel welcome and valued.		<u>Text:</u> Wonder	<u>Text:</u> Wonder	Text: Wonder	Text: Wonder	Text: Wonder	Text: Wonder
	PSHE	'Team' I know my attitudes and actions make a different to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded.	I understand who is in my school community, the roles they play and how I fit in. I can take on a role in a group and contribute to the overall outcome.	and Democracy. I understand how democracy works through the School Council. I can recognise my contribution to making a Learning Charter for the whole school.	Consequences. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how rewards and consequences	I understand how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome. Cross Curricular: English —	Charter. I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it.