

# Year Four Overview of National Curriculum Coverage



Subject	Autumn Term	Spring Term	Summer Term
Science	<p><b>Year 4</b></p> <p><b>2a</b> – Describe the simple functions of the basic parts of the digestive system in humans</p> <p><b>2b</b> – Identify the different types of teeth in humans and their simple functions</p> <p><b>2c</b> – Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>3a</b> – Compare and group materials together, according to whether they are solids, liquids or gases</p> <p><b>3b</b> – Observe that materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees</p> <p><b>3c</b> – Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p><b>Year 4</b></p> <p><b>1a</b> – Recognise that living things can be grouped in a variety of ways</p> <p><b>1b</b> – Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p><b>1c</b> – Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><b>4a</b> – Identify how sounds are made, associating some of them with something vibrating</p> <p><b>4b</b> – Recognise that vibrations from sounds travel through a medium to the ear</p> <p><b>4c</b> – find patterns between the pitch of a sound and features of the object that produced it</p> <p><b>4d</b> – Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p><b>4e</b> – recognise that sounds get fainter as the distance from the sound source increases</p>	<p><b>Year 4</b></p> <p><b>5a</b> – Identify common appliances that run on electricity</p> <p><b>5b</b> – Construct a simple series electrical circuit, identifying and naming its basic parts, including wires, cells, bulbs, switches and buzzers</p> <p><b>5c</b> – Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p><b>5d</b> – Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p><b>5e</b> – Recognise some common conductors and insulators, and associate metals with being good conductors</p>
History	<p><b>3a</b> - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p><b>2b</b> – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>Changes in leisure and entertainment in the 20<sup>th</sup> Century</li> </ul>	<p><b>2a</b> - A local history study</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li><i>a depth study linked to one of the British areas of study listed above</i></li> <li><i>a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)</i></li> <li><i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></li> </ul>
Geography	<p><b>1a</b> – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>1c</b> – Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>3a</b> – Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>RIVERS</b>, mountains, volcanoes and earthquakes, and the <b>WATER CYCLE</b></p> <p><b>3b</b> – Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and <b>THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</b></p> <p><b>4a</b> - Use maps, atlases, globes and digital/computer mapping to</p>	<p><b>1b</b> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>4a</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b</b> – Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Key Vocabulary:</b> Year 3 list plus Longitude and Latitude</p>	<p><b>1a</b> – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>1b</b> – Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, <b>COASTS</b> and rivers), and <b>LAND-USE PATTERNS</b>; and understand how some of these aspects have changed over time</p> <p><b>2a</b> – Understand geographical similarities and differences through the study of human and physical geography of <b>A REGION OF THE UNITED KINGDOM</b>, a region in a European country, and a region within North or South America</p> <p><b>3b</b> – Describe and understand key aspects of: human geography, including: <b>TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS</b>, and the distribution of natural resources including energy, food, minerals and water</p>

	<p>locate countries and describe features studied</p> <p><b>Key Vocabulary:</b> Year 3 list plus Longitude and Latitude</p>		<p><b>4a</b> – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>4b</b> – Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>4c</b> - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Key Vocabulary:</b> Year 3 list plus Longitude and Latitude</p>
<b>Computing</b>	<p><b>1f</b> – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p><b>1d</b> - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p><b>1e</b> – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>1f</b> – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p> <p><b>1g</b> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>1a</b> – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>1b</b> – Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p><b>1c</b> – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>1f</b> – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>
<b>Art and Design</b>	<p><b>1a</b> – Create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>1b</b> – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p><b>1c</b> - About great artists, architects and designers in history</p>	<p><b>1a</b> – Create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>1b</b> – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p><b>1c</b> - About great artists, architects and designers in history</p>	<p><b>1a</b> – Create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>1b</b> – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p><b>1c</b> - About great artists, architects and designers in history</p>
<b>Design and Technology</b>	<p><b>1a</b> – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><b>1b</b> – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>2a</b> – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately</p> <p><b>2b</b> – Select from and use a wider range of materials and components, including <b>CONSTRUCTION MATERIALS</b>, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>3a</b> – Investigate and analyse a range of existing products</p> <p><b>3b</b> – Evaluate their ideas and products against their own design</p>	<p><b>5a</b> – Understand and apply the principles of a healthy and varied diet</p> <p><b>5b</b> – Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>5c</b> - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p><b>1a</b> – Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><b>1b</b> – Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>2a</b> – Select from and use a wider range of tools and equipment to perform practical tasks(for example, cutting, shaping, joining and finishing), accurately</p> <p><b>2b</b> – Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>3a</b> – Investigate and analyse a range of existing products</p> <p><b>3b</b> – Evaluate their ideas and products against their own design</p>

	<p>criteria and consider the views of others to improve their work</p> <p><b>4b</b> – understand and use mechanical systems in their products (for example, gears, pulleys, cams, <b>PIVOTS, LEVERS AND LINKAGES</b>)</p>		<p>criteria and consider the views of others to improve their work</p> <p><b>3c</b> - Understand how key events and individuals in design and technology have helped shape the world</p> <p><b>4a</b> – Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>4c</b> - Understand and use electrical systems in their products (for example, series circuits, incorporating switches, bulbs, buzzers and motors)</p>
<b>Religious Education</b>	<p><b>1a</b> – Enquire into concepts that are significant in religions and human experience</p> <p><b>1b</b> – Contextualise the concept within religious practices and explore diversity of practice and belief</p> <p><b>1c</b> – Evaluate the concept within one or more religions</p> <p><b>1d</b> – Communicate their own understanding of, and response to, the concept</p> <p><b>1e</b> – Apply their own understanding of the concept to situations in their own and others’ lives</p> <p><b>2a</b> – Describe concepts that are important to both religious and non-religious people</p> <p><b>2b</b> – Explain how a concept is expressed in one or more religions</p> <p><b>2c</b> – Explain their views about how a concept is expressed in religions</p> <p><b>2d</b> – Describe and explain their own responses to a concept</p> <p><b>2e</b> – Describe when and how a concept has applied to experiences in their own and others’ lives</p> <p><b>5b</b> – Concepts that are common to religious and non-religious experience</p> <p><b>Christianity</b></p> <p><b>2a</b> – Aspects of Jesus’ life as told in the Gospel stories</p> <p><b>5b</b> – How other key events in Jesus’ life and the history of the Church, are celebrated and remember – advent</p> <p><b>Judaism</b></p> <p><b>1a</b> – Illustrations of the nature of God – stories showing Gods power.</p> <p><b>5a</b> – The stories, symbols and celebrations associated with important festivals – Hannukah</p> <p><b>5b</b> – Worship and the community</p>	<p><b>1a</b> – Enquire into concepts that are significant in religions and human experience</p> <p><b>1b</b> – Contextualise the concept within religious practices and explore diversity of practice and belief</p> <p><b>1c</b> – Evaluate the concept within one or more religions</p> <p><b>1d</b> – Communicate their own understanding of, and response to, the concept</p> <p><b>1e</b> – Apply their own understanding of the concept to situations in their own and others’ lives</p> <p><b>2a</b> – Describe concepts that are important to both religious and non-religious people</p> <p><b>2b</b> – Explain how a concept is expressed in one or more religions</p> <p><b>2c</b> – Explain their views about how a concept is expressed in religions</p> <p><b>2d</b> – Describe and explain their own responses to a concept</p> <p><b>2e</b> – Describe when and how a concept has applied to experiences in their own and others’ lives</p> <p><b>4a</b> – Describe and explain concepts that are particular to specific religions</p> <p><b>4b</b> – Describe and explain how a concept is expressed in religion</p> <p><b>4c</b> – Explain their own opinions about a concept and the religious beliefs and practices associated with the concept</p> <p><b>4d</b> – Explain their own responses to a concept</p> <p><b>4e</b> – Describe and explain how a concept can be applied to situations in their own and other’s lives</p> <p><b>Christianity</b></p> <p><b>2a</b> – Aspects of Jesus’ life as told in the Gospel stories</p> <p><b>3a</b> – The nature, importance and significance of the Bible for Christians</p> <p><b>Judaism</b></p> <p><b>2a</b> – The importance of the Torah in Jewish life</p> <p><b>2b</b> – How the importance of the Torah is expressed</p>	<p><b>1a</b> – Enquire into concepts that are significant in religions and human experience</p> <p><b>1b</b> – Contextualise the concept within religious practices and explore diversity of practice and belief</p> <p><b>1c</b> – Evaluate the concept within one or more religions</p> <p><b>1d</b> – Communicate their own understanding of, and response to, the concept</p> <p><b>1e</b> – Apply their own understanding of the concept to situations in their own and others’ lives</p> <p><b>2a</b> – Describe concepts that are important to both religious and non-religious people</p> <p><b>2b</b> – Explain how a concept is expressed in one or more religions</p> <p><b>2c</b> – Explain their views about how a concept is expressed in religions</p> <p><b>2d</b> – Describe and explain their own responses to a concept</p> <p><b>2e</b> – Describe when and how a concept has applied to experiences in their own and others’ lives</p> <p><b>3a</b> – Describe and explain concepts that are common to many religions</p> <p><b>3b</b> – Describe and explain how a concept is expressed in different ways in Christianity and one (or more) other religions</p> <p><b>3c</b> – Describe and explain their own opinions about the way religious concepts are expressed</p> <p><b>3d</b> – Describe and explain their own views about a concept</p> <p><b>3e</b> – Describe and explain when and how a concept has applied to events or experiences in their own and others’ lives</p> <p><b>Christianity</b></p> <p><b>2a</b> – Aspects of Jesus’ life as told in the Gospel stories</p> <ul style="list-style-type: none"> <li>- teaching about the Kingdom of God</li> <li>- His friends, disciples and enemies</li> </ul> <p><b>2b</b> – Christians belief about Jesus</p> <ul style="list-style-type: none"> <li>- That he is God made man</li> <li>- That he is Son of God, Saviour, Messiah, Christ</li> <li>- That he is still present</li> </ul>
<b>Music</b>	<p><b>1a</b>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>1b</b> – Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><b>1f</b> - Develop an understanding of the history of music.</p>	<p><b>1c</b> - Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>1e</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>1f</b> - Develop an understanding of the history of music.</p>	<p><b>1a</b>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>1b</b> – Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><b>1c</b> - Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>1d</b> – Use and understand staff and other musical notations</p> <p><b>1e</b> - Appreciate and understand a wide range of high-quality live</p>

			and recorded music drawn from different traditions and from great composers and musicians <b>1f</b> - Develop an understanding of the history of music.
<b>Physical Education</b>	<p><b>1b</b> – Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p> <p><b>1c</b> – Develop flexibility, strength, technique, control and balance (for examples, through athletics and gymnastic activities)</p> <p><b>1d</b> – Perform dances using a range of movement patterns</p> <p><b>1e</b> – Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>1f</b> – Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>2a</b> – Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p><b>2b</b> – Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p><b>2c</b> - Perform safe self-rescue in different water based situations</p>	<p><b>1b</b> – Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p> <p><b>1c</b> – Develop flexibility, strength, technique, control and balance (for examples, through athletics and gymnastic activities)</p> <p><b>1d</b> – Perform dances using a range of movement patterns</p> <p><b>1f</b> – Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>2a</b> – Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p><b>2b</b> – Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p><b>2c</b> - Perform safe self-rescue in different water based situations</p>	<p><b>1a</b> – Use running, jumping, throwing and catching in isolation and in combination</p> <p><b>1b</b> – Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</p> <p><b>1f</b> - Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>2a</b> – Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p><b>2b</b> – Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p><b>2c</b> - Perform safe self-rescue in different water based situations</p>
<b>Languages</b>	<p><b>1a</b> – Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>1b</b> – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>1c</b> – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p><b>1e</b> – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p><b>1h</b> – Appreciate stories, songs, poems and rhymes in the language</p> <p><b>1j</b> – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><b>1l</b> - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b>1a</b> – Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>1b</b> – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>1c</b> – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p><b>1d</b> – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>1e</b> – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p><b>1g</b> – Read carefully and show understanding of words, phrases and simple writing</p> <p><b>1h</b> – Appreciate stories, songs, poems and rhymes in the language</p> <p><b>1i</b> – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>1j</b> – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><b>1l</b> - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b>1a</b> – Listen attentively to spoken language and show understanding by joining in and responding</p> <p><b>1b</b> – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>1c</b> – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p><b>1d</b> – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><b>1e</b> – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p><b>1f</b> - Present ideas and information orally to a range of audiences*</p> <p><b>1g</b> – Read carefully and show understanding of words, phrases and simple writing</p> <p><b>1h</b> – Appreciate stories, songs, poems and rhymes in the language</p> <p><b>1i</b> – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>1j</b> – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><b>1k</b> - Describe people, places, things and actions orally* and in writing</p> <p><b>1l</b> - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<b>Green Star – PSHE</b>	<b>Risks and Pressures</b>	<b>Healthy Living – Food</b>	<b>Keeping Safe Outside School</b>

	<ul style="list-style-type: none"> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>• To manage and recognise 'dares'</li> </ul> <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• To explore controversial concepts / differences which initiate potential bullying</li> <li>• To deepen their understanding of good or not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>• To recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li> <li>• Strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones)</li> <li>• To discuss the individual who is behind the screen – do we really know who they are?</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• What positively and negatively affects their physical, mental and emotional healthy (including the media)</li> <li>• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul> <p><b>Media</b></p> <p>To explore and critique how the media present information and how we can choose to respond to it</p>	<ul style="list-style-type: none"> <li>• To differentiate between the terms '<i>risk</i>', '<i>danger</i>' and '<i>hazard</i>'</li> <li>• To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</li> <li>• Strategies for keeping physically and emotionally safe including road safety and safety in the environment (rail, water, fire)</li> <li>• About people who are responsible for helping them stay healthy and safe and ways that they can help these people.</li> </ul> <p><b>Bike-ability</b></p> <p>Strategies for keeping physically and emotionally safe including road safety – Level 1</p>
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