

Time 4 Us – Year 4 Curriculum Map 2020/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect	Positive Relationships	Digital Literacy	Mental Wellbeing	Ourselves	Aspirations
Time for Us	<p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p> <ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone <p>What makes a community; shared responsibilities</p> <ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them 	<p>Families and friendships Positive friendships, including online</p> <ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online 	<p>Media literacy and Digital resilience How data is shared and used</p> <ul style="list-style-type: none"> that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access how people may behave differently online including pretending to be someone they are not. how to report concerns and seek 	<p>Mental wellbeing; Maintaining a balanced lifestyle to support mental wellbeing</p> <ul style="list-style-type: none"> to identify that mental health, just like physical health is part of daily life; and the importance of taking care of mental health. to identify a wide range of strategies and behaviours that support mental health - including good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies. spending time with family and friends can support mental health and wellbeing. about the benefits of being outdoors and in the sun for mental health about everyday things that affect feelings and the importance of expressing feelings. 	<p>Physical and emotional changes in puberty; support with puberty</p> <p>Growing and changing Personal identity; Physical and emotional changes in puberty</p> <ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes (H25) <ul style="list-style-type: none"> that for some people their gender identity does not correspond with their biological sex (H26) how to recognise, respect and express their individuality and personal qualities (H27) about the physical and emotional changes during puberty (The focus in Year 4 is to be on periods) (H31) the importance of personal hygiene routines during puberty including washing regularly and using deodorant (H32) how to discuss the challenges of puberty with a trusted adult (H34) how to get information, help and advice about puberty (H34) <p>•Strategies to manage</p>	<p>Work - Different jobs and skills; job stereotypes</p> <ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM

			<p>help if worried or uncomfortable about someone's behaviour online.</p>		<p>transitions between classes (H36) (The objectives above need to be touched upon as we will have children going through these changes in Year 4. However it will be covered in much more detail in Year 5)</p>	
<p>Keeping Safe</p>	<ul style="list-style-type: none"> ● Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online ● • to differentiate between playful teasing, hurtful behaviour and bullying, including online ● • how to respond if they witness or experience hurtful behaviour or bullying, including online ● • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable ● • how to manage pressures associated with dares ● • when it is right to keep or break a confidence or share a secret ● • how to recognise risks online such as harmful content or contact ● • how people may behave differently online including pretending to be someone they are not ● • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online ● • about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (H40) 					
<p>Being Healthy <i>(Learning Objectives covered within these lessons transferred to Healthy living outside the classroom outcomes)</i></p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <ul style="list-style-type: none"> ● to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally ● what good physical health means and how to recognise early signs of physical illness ● that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary ● how to maintain oral hygiene and dental health, including how to brush and floss correctly ● the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health <p>Keeping safe Medicines and household products; drugs common to everyday life</p> <ul style="list-style-type: none"> ● the importance of taking medicines correctly and using household products safely ● to recognise what is meant by a 'drug' ● that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing ● to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects ● to identify some of the risks associated with drugs common to everyday life ● that for some people using drugs can become a habit which is difficult to break ● how to ask for help or advice 					