



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 4 Autumn 1

Main Themes: Invaders and Settlers

States of matter and Changes of State

End Points

In RE the children will have learned the story of Abraham and will be able to make links between God's covenant with Abraham and the faith of the people of the Old and New Testaments: Judaism and Christianity. By the end of the half term the children will have studied the topic of "How hard was it to invade and settle in Britain?" and the children will have learned when and why the Anglo Saxons settled in Britain and the impact this had on us. During this half term, in science the children will learn about 'States of Matter', and as part of this, the children will be comparing and grouping materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled and will measure or research the temperature at which this happens in degrees Celsius (°C). Also identifying the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. In Art, the children will have created several pencil tones when shading, explored the effect of holding a pencil in different ways, and used charcoal. During computing, the children will have understood the process of coding, know and understand key coding vocabulary and used a computer program to produce a repeating pattern. In French the children will know how to count to 30 in French and be able to show understanding of the value of French currency; the Euro. In PE the children will have performed trickier shapes, balanced, travelled, and used rotation skills. They will have explored partner balances and linked these to create a sequence. During this half term, the children will learn to write and interpret a Kennings poem. They will also have learned some classic fables and have had the opportunity to write their own fable. The children will have written a character and setting description using powerful vocabulary, similes, fronted adverbials and prepositional phrases. The children will also learn how to write a non-chronological report based on fictional dragons – this will be based on the model text of, 'The Frost Dragon'. In Maths the children will have learned Place Value – 4 Digit Numbers. By the end of this unit the children will have recognised the place value of each digit in a four-digit number. In Music the children will have improvised using the voice on the notes of the pentatonic scale and sung in a gospel style with expression and dynamics. In French the children will be able to recall and communicate personal information (greetings, name, age, feelings), recall classroom



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	<p>instructions from Year 3 (sit down, stand up, silence, listen, look) and learn more complex classroom instructions. They will also learn to count to 30 in French. During RHE the children will have explored the individual. During PSHE the children will have understood when it is necessary to seek help from others and who they can ask for that help. They learn how to explain how others are feeling and describe how they can support them and understand how actions impact on others and how they can address problems caused. The children will recognise what is fair and unfair, kind and unkind and right and wrong and describe how they are important to others and how they can care for others. For our wellbeing the children will learn that their brain is an organ and that it has many functions. They learn that the brain controls most of what we do and that it is an amazing thing.</p>	
<p>Religious Education Creation and Covenant</p>	<p>To understand the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. To Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. To understand the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. To know that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. To show some understanding of. how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. To make links between prayers that show trust in God and the virtues of faith, hope, and love</p>	
<p>English</p>	<p>Talk 4 Writing genres: Poetry – Kennings Fiction – Fables Non-Fiction – The Frost Dragon</p>	<p>Class Read for pleasure Text: The Butterfly Lion by Michael Morpurgo Little Wandle Fluency (twice per week) Complete Comprehension Texts (once per week): Roman Britain, The Time Travelling Cat and the Roman Eagle, Volcanoes in</p>



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		Action, Tsunamis on the Move, Russian Doll, The Little Daughter of Snow, The History Behind Christmas Traditions
<p>English - Reading Comprehension Skills/Word Reading</p>	<p><u>Through all units children will be taught to:</u></p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and an understanding of what they have read, by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books • Read books that are structured in different ways • Increase their familiarity with a wide range of books and retell them orally • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns to listen to what others say <p><u>Word Reading (Little Wandle Fluency)</u></p> <ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Skills Focus</u></p> <ul style="list-style-type: none"> • To identify the main ideas drawn from more than one paragraph in the text Roman Britain and to summarise these • To understand the text The Time Travelling Cat by retrieving information. • To retrieve and record information from the non-fiction text Volcanoes in Action • To understand and explain the meaning of words in context in Tsunamis on the Move • To discuss words and phrases that capture the reader’s interest and understand them in the context of the poem Russian Doll. • To draw inferences from the characters in The Little Daughter of the Snow and justify with evidence. • To understand the text The History Behind Christmas Traditions by retrieving information. <p><i>All units provide children with the chance to explore vocabulary and word meaning, the chance to read aloud and practise their reading skills through mixed practice questions.</i></p>	
<p>English-</p>	<ul style="list-style-type: none"> • To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	



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Spoken Language Skills	<ul style="list-style-type: none">• To follow complex directions/multi-step instructions without the need for repetition.• To generate relevant questions to ask a specific speaker/audience in response to what has been said.• To regularly offer answers that are supported with justifiable reasoning.• To engage in meaningful discussions in all areas of the curriculum.
English - Handwriting Skills	<ul style="list-style-type: none">• To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
English - Writing Spelling Skills	<ul style="list-style-type: none">• To spell words with /aw/ spelt with augh and au• To spell words adding the prefix in-• To spell words adding the prefix im-• To spell words adding the prefix il- and the prefix ir-• To spell homophones and near homophones• To spell words with /shu/ endings with 'sion'
English - Writing Composition Skills	<ul style="list-style-type: none">• To compose and rehearse sentences orally (including dialogue), progressively building a varied and• To use rich vocabulary and an increasing range of sentence structures.• To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).• To write a range of narratives that are well- structured and well-paced.• To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.• To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
English - Writing VGP Skills	<ul style="list-style-type: none">• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.



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	<ul style="list-style-type: none"> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To always maintain an accurate tense throughout a piece of writing 	
<p>Mathematics Skills</p> <p>Small steps</p>	<p>Number: Place Value</p> <p>Step 1 Represent numbers to 1,000</p> <p>Step 2 Partition numbers to 1,000</p> <p>Step 3 Number line to 1,000</p> <p>Step 4 Thousands</p> <p>Step 5 Represent numbers to 10,000</p> <p>Step 6 Partition numbers to 10,000</p> <p>Step 7 Flexible partitioning of numbers to 10,000</p> <p>Step 8 Find 1, 10, 100, 1,000 more or less</p> <p>Step 9 Number line to 10,000</p> <p>Step 10 Estimate on a number line to 10,000</p> <p>Step 11 Compare numbers to 10,000</p> <p>Step 12 Order numbers to 10,000</p> <p>Step 13 Roman numerals</p> <p>Step 14 Round to the nearest 10</p> <p>Step 15 Round to the nearest 100</p> <p>Step 16 Round to the nearest 1,000</p> <p>Step 17 Round to the nearest 10, 100 or 1,000</p>	<p>Number: Addition & Subtraction – Part 1</p> <p>Step 1 Add and subtract 1s, 10s, 100s and 1,000s</p> <p>Step 2 Add up to two 4-digit numbers – no exchange</p> <p>Step 3 Add two 4-digit numbers – one exchange</p> <p>Step 4 Add two 4-digit numbers – more than one exchange</p> <p>Step 5 Subtract two 4-digit numbers – no exchange</p>
<p>Science Knowledge</p> <p>States of matter and Changes of State</p>	<ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases. To 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). To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation 	



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	with temperature.
Working Scientifically Skills	<ul style="list-style-type: none">• asking relevant questions and using different types of scientific enquiries to answer them• setting up simple practical enquiries, comparative and fair tests• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Computing Knowledge Purple Mash Unit - Coding	<ul style="list-style-type: none">• To understand the process of coding.• To know and understand key coding vocabulary.• Use a computer program to produce a repeating pattern
Computing Skills	<ul style="list-style-type: none">• To use selection in coding with the 'if/else' command.• To understand and use variables in 2code.• To use flowcharts for design of algorithms including selection.• To use the 'repeat until' with variables to determine the repeat.• To use computational thinking terms decomposition and abstraction.• Use a computer program to produce a repeating pattern
PE Knowledge	Real Gym Unit 1 Balance <ul style="list-style-type: none">• To keep head up and still.• To keep tummy tight and back straight.• To focus eyes on a fixed point to help balance.• Points – To use small bases of support (knees, hands, elbows, feet).



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	<ul style="list-style-type: none"> • Patches – To use large bases of support (bottom, stomach, side, legs). • To keep whole body tight and extended. • To ensure all partners involved and contributing to the balance. • When supporting on the back, ensure stomach is engaged and back flat. <p>Rotation</p> <ul style="list-style-type: none"> • Side Roll – To use straddle shape, start and finish in wolf split, tuck shoulder under to roll across back. • Scrabble Roll – To step forwards, rotate on the vertical axis, go down on one knee, roll onto one hip and then the other (across bottom) using hands for support. To exit, cross legs, and stand up onto one leg. • Chaîné Turn/One Impulse – To step forward on to tiptoes with feet together, simultaneously swinging arms up to enable rotation in one motion. • Push Turn/Pivot - To stand on one leg and push off with the other to initiate rotation. • Knee Turn – To start on one knee, swing arms up from the side, put both knees down together to spin (either 180° or 360°), then finish on the other knee. • Spin on Stomach – Lying, use hands to start rotation and lift legs and arms. • To use spotting to aid balance. • To tighten muscles to enable controlled movements. • To hold apparatus away from body to allow free movement.
<p>PE Skills</p>	<p>Real PE- Unit 1</p> <p>Balance</p> <ul style="list-style-type: none"> • Perform trickier shape, balance, travel, flight, rotation skills. • Explore partner balances and begin to link these to create a sequence- supported plank, supported partner balance, linked 1 leg, supported front support, supported bunk beds, supported 2 feet mini- front support, counter balance 2 feet, supported H balance. • Develop sequences using a variety of partner balances, transitions and low apparatus. • Consolidate and perform sequences using a variety of partner balances and transitions, incorporating low apparatus. <p>Rotation</p> <ul style="list-style-type: none"> • Explore rotations (rolls and spins) and begin to link these to create a sequence- egg roll, rock and roll bottom,



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	<p>Chaine/ one impulse, pivot, side roll to wolf spin, scrabble roll, ribbon snakes, circle role above head, hold hoop between hands and feet, bounce ball knee turn.</p> <ul style="list-style-type: none">• Develop sequences using a variety of rotations, levels, directions and speeds, incorporating hand apparatus.• Consolidate and perform sequences using a variety of rotations, levels, directions and speeds, incorporating hand apparatus. <p>Swimming</p> <ul style="list-style-type: none">• To begin to swim competently, confidently and proficiently over a distance of at least 25 metres• To begin to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• To begin to perform safe self-rescue in different water-based situations
<p>Music Knowledge and Skills</p> <p>Unit: Rainforests (Body and tuned percussion)</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none">• Identify the structure of a piece of music.• Have an idea as to when there is one layer in a piece of music and when there are two.• Play a sequence in the correct order in time with their partner.• Have two contrasting rhythms being played together.• Have two different melodies being played together.• Have a complete piece of music with four different layers with an appropriate structure. <p>Key skills:</p> <ul style="list-style-type: none">• Recognising the use and development of motifs in music.• Identifying gradual dynamic and tempo changes within a piece of music.• Recognising, naming and explaining the effect of the interrelated dimensions of music.• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.• Using musical vocabulary to discuss the purpose of a piece of music.• Using musical vocabulary when discussing improvements to their own and others' work.• Composing a coherent piece of music in a given style with voices, bodies and instruments.• Developing melodies using rhythmic variation, transposition, inversion, and looping.



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	<ul style="list-style-type: none"> • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others work, using musical vocabulary. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. 	
French Knowledge KS2 only	<ul style="list-style-type: none"> • To be able to recall and communicate personal information (greetings, name, age, feelings). • Recall classroom instructions from Year 3 (sit down, stand up, silence, listen, look). • Learn more complex classroom instructions (put your things away, work in pairs, write, draw). • Practise sound-spelling links (oi, in, ch, l) • To know numbers up to 30- to begin to write some from memory. • Learn and recognise the currency used in France. • Learn the values of Euro notes and coins. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Take part in brief prepared tasks of at least two or three exchanges. • Understand instructions, everyday classroom language and praise words. • Use sounds to help identify written words. • Recognise and respond to sound patterns and words. • Respond to topic related questions with a simple answer. • Use generally accurate pronunciation when reading aloud or using familiar words or phrases. 	
	National Curriculum End of key Stage 2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
How hard was it to invade and settle in Britain?		
Key Concepts:		
History Knowledge	<i>Britain's settlement by Anglo-Saxons and Scots</i> <i>The Viking and Anglo-Saxon struggle for the Kingdom of</i>	<ul style="list-style-type: none"> • To know that significant archaeological findings are those which change how we see the past. Historical significance



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England to the time of Edward the Confessor

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own

- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that we can make inferences and deductions using images from the past.
- To understand the development of groups, kingdom and monarchy in Britain. Power
- To know who became the first ruler of the whole of England
- To understand that societal hierarchies and structures existed including aristocracy and peasantry
- To know that there were different reasons for invading Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that there are different reasons for migration
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.
- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles



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	<p>structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none">• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that there are different beliefs in different cultures, times and groups.• To know about paganism and the introduction of Christianity in Britain.• To know how Christianity spread.• To compare the beliefs in different cultures, times and groups.• To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
History Skills		<ul style="list-style-type: none">• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.• Using dates to work out the interval between periods of time and the duration of historical events or periods.• Using BC/AD/Century.• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline.• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.• Noticing connections over a period of time.• Making a simple individual timeline.



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| | | <ul style="list-style-type: none">• Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred.• Comparing different periods of history and identifying changes and continuity.• Describing the changes and continuity between different periods of history.• Identifying the links between different societies. Identifying the consequences of events and the actions of people.• Identifying reasons for historical events, situations and changes. Identifying similarities and differences between periods of history.• Explaining similarities and differences between daily lives of people in the past and today.• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.• Recalling some important people and events.• Identifying who is important in historical sources and accounts. Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures.• Identifying and giving reasons for different ways in which the past is represented. |
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| | | <ul style="list-style-type: none">• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.• Evaluating the usefulness of different sources.• Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people.• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.• Asking questions about the bias of historical evidence.• Using a range of sources to construct knowledge of the past. Gathering, organising and evaluating evidence• Defining the terms 'source' and 'evidence'.• Extracting the appropriate information from a historical source• Identifying primary and secondary sources.• Identifying the bias of a source.• Comparing and contrasting different historical sources• Understanding that there are different ways to interpret evidence.• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.• Making links and connections across a period of time, cultures or groups.• Asking the question "How do we know?"• Understanding that there may be multiple conclusions |
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		<p>to a historical enquiry question. Evaluating and drawing conclusions</p> <ul style="list-style-type: none"> • Reaching conclusions that are substantiated by historical evidence. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry
<p>Art Knowledge</p> <p>Drawing – Power Prints</p>	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • 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] • To know about great artists, architects and 	<ul style="list-style-type: none"> • To know how to use basic shapes to form more complex shapes and patterns. • To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. • To know that tone can be used to create contrast in an artwork.
<p>Art Skills</p>		<ul style="list-style-type: none"> • Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.



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	designers in history.	<ul style="list-style-type: none">• Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.• Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.• Using growing knowledge of different drawing materials, combining media for effect.• Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.• Using subject vocabulary confidently to describe and compare creative works.• Using their own experiences of techniques and making processes to explain how art works may have been made.• Build a more complex vocabulary when discussing their own and others' art.• Evaluating their work more regularly and independently during the planning and making process.
RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module 1 Created and Loved by God Religious Understanding <ul style="list-style-type: none">• We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation). Every human life is precious from the beginning of life (conception) to natural death. Personal and communal prayer and worship are necessary ways of growing in our relationship with God. <ul style="list-style-type: none">• In Baptism God makes us His adopted children and 'receivers' of His love	



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	<p>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience. Receiving the Sacraments helps them to develop healthy relationships with others.</p> <p>Me, My Body, My Health</p> <ul style="list-style-type: none">• Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community. Self-confidence arises from being loved by God (not status, etc)• About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. Learn what the term ‘puberty’ means.• Learn when they can expect puberty to take place. Understand that puberty is part of God’s plan for our bodies.
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>World Mental Health Day Black History</p> <ul style="list-style-type: none">• Explaining to children what “Black history” means and what Black History Month is.• Reading up on diversity.• Watching history together.• Inviting children to listen to inspiring Black musical artists.• Teaching them about Black icons.



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