

**YEAR 3/4**  
**LONG TERM PLAN 2024-25 (CYCLE B)**

CURRICULUM AREA	<u>AUTUMN</u> Class novels: <i>The Magic Place</i> (Chris Wormell), <i>The Ancient Egypt Sleepover</i> (Stephen Davies)		<u>SPRING</u> Class novel: <i>Operation Banana</i> (Tony Bradman) <i>Friend or Foe</i> (Michael Morpurgo)		<u>SUMMER</u> Class novel: <i>The Boy at the Back of the Class</i> (Onjali Q Rauf)	
<b>LITERACY</b>	<p style="text-align: center;"><u>WRITING: COMPOSITION</u> <u>(NARRATIVE/NON-NARRATIVE)</u></p> <p><b>Writer’s purpose: to describe and entertain</b></p> <ul style="list-style-type: none"> <li>To write a character description.</li> <li>To write a setting description.</li> <li>To write a poem using an image or images.</li> </ul> <p><b>Writer’s purpose: to inform</b></p> <ul style="list-style-type: none"> <li>To write instructions.</li> <li>To write and create a pop-up book.</li> </ul> <p style="text-align: center;"><u>WRITING - TRANSCRIPTION</u></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spelling Shed</li> <li>Little Wandle phonics</li> </ul> <p><b>Handwriting</b></p> <p style="text-align: center;"><u>WRITING – VOCAB, PUNCTUATION, GRAMMAR</u></p> <p>See Literacy ‘Long term planning writing overview’.</p> <p style="text-align: center;"><u>READING: COMPREHENSION</u></p> <p>Guided Reading:</p> <ul style="list-style-type: none"> <li>traditional tale (<i>Hansel and Gretel</i>)</li> <li>fiction (<i>Butterfly Lion</i>)</li> <li>fluency practice</li> </ul>		<p style="text-align: center;"><u>WRITING: COMPOSITION</u> <u>(NARRATIVE/NON-NARRATIVE)</u></p> <p><b>Writer’s purpose: to describe and entertain</b></p> <ul style="list-style-type: none"> <li>To write a free verse poem.</li> <li>To write a diary.</li> </ul> <p><b>Writer’s purpose: to persuade</b></p> <ul style="list-style-type: none"> <li>To write a persuasive letter.</li> </ul> <p style="text-align: center;"><u>WRITING - TRANSCRIPTION</u></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spelling Shed</li> <li>Little Wandle phonics</li> </ul> <p><b>Handwriting</b></p> <p style="text-align: center;"><u>WRITING – VOCAB, PUNCTUATION, GRAMMAR</u></p> <p>See Literacy ‘Long term planning writing overview’.</p> <p style="text-align: center;"><u>READING - COMPREHENSION</u></p> <p>Guided Reading:</p> <ul style="list-style-type: none"> <li>adventure picture book (<i>The Antlered Ship</i>)</li> <li>fluency practice</li> </ul>		<p style="text-align: center;"><u>WRITING: COMPOSITION</u> <u>(NARRATIVE/NON-NARRATIVE)</u></p> <p><b>Writer’s purpose: to inform</b></p> <ul style="list-style-type: none"> <li>To write a newspaper report.</li> </ul> <p><b>Writer’s purpose: to describe and entertain.</b></p> <ul style="list-style-type: none"> <li>To write an alternative ending to a story.</li> <li>To write the next chapter from an alternate viewpoint.</li> </ul> <p style="text-align: center;"><u>WRITING - TRANSCRIPTION</u></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spelling Shed</li> <li>Little Wandle phonics</li> </ul> <p><b>Handwriting</b></p> <p style="text-align: center;"><u>WRITING - VOCAB, PUNCTUATION, GRAMMAR</u></p> <p>See Literacy ‘Long term planning writing overview’.</p> <p style="text-align: center;"><u>READING: COMPREHENSION</u></p> <p>Guided Reading:</p> <ul style="list-style-type: none"> <li>classic (<i>The Iron Man</i>)</li> <li>fluency practice</li> </ul>	
<b>NUMERACY</b>	<p><b>Based on NCETM Planning</b></p> <ul style="list-style-type: none"> <li>Adding and subtracting across 10, 100</li> <li>Column addition and subtraction</li> <li>Numbers to 1,000</li> <li>Numbers to 10,000</li> </ul> <p><b>Number Sense Maths Times Tables Fluency</b></p>		<p><b>Based on NCETM Planning</b></p> <ul style="list-style-type: none"> <li>Multiplication</li> <li>Division</li> <li>Measurement</li> <li>Fractions: unit, non-unit, equivalent, addition, subtraction, compare, order</li> <li>Fractions greater than 1</li> <li>Area and perimeter</li> </ul> <p><b>Number Sense Maths Times Tables Fluency</b></p>		<p><b>Based on NCETM Planning</b></p> <ul style="list-style-type: none"> <li>Coordinates</li> <li>Angles</li> <li>Symmetry</li> <li>Parallel and perpendicular sides in polygons</li> <li>Time</li> <li>Statistics</li> </ul> <p><b>Number Sense Maths Times Tables Fluency</b></p>	
<b>SCIENCE</b>	<p><b>Forces and Magnets</b> <b>Big idea:</b> Matter is all the stuff, or mass, in the universe. Forces are</p>	<p><b>Animals including Humans</b> <b>Big Idea:</b> Food is a source of energy. All animals</p>	<p><b>Sound</b> <b>Big Idea:</b> Both light and sound are forms of energy that move in</p>	<p><b>How Hill: Living Things &amp; their Habitats</b> <b>Link to local environment.</b></p>	<p><b>Plants</b> <b>Big Idea:</b> There is a relationship between structure and function -</p>	<p><b>Light</b> <b>Big Idea:</b> Dark is the absence of light. <b>KQ: What is the dark?</b></p>

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	<p>different kinds of pushes and pulls that act on all the matter that is in the universe.</p> <p><b>Key question: What can magnets do?</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of what they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>need food to provide energy.</p> <p><b>KQ: How do living things work?</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition.</li> <li>Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>waves. Understanding waves helps us to communicate, explore the universe, and transfer energy to where we want it.</p> <p><b>KQ: How do we hear different sounds?</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Big idea:</b> recognise that living things can be grouped in a variety of ways</p> <p><b>Big Idea:</b> Classifying and grouping things can help support our scientific understanding</p> <p><b>KQ: How can living things be grouped?</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their wider environment</li> <li><b>How Hill activity:</b> Dyke Dipping (catching water invertebrates and work out what they are).</li> </ul>	<p>every flower part has a job to do.</p> <p><b>KQ: What do living things need to survive?</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flower plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that we need light in order to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>
<b>Computing</b>	<p><b>Purple Mash</b> Y3: Using 2Code Y4: Using 2Code</p>	<p><b>Purple Mash</b> Y3: Online Safety Y4: Online Safety</p>	<p><b>Purple Mash</b> Y3: Spreadsheets Y4: Spreadsheets</p>	<p><b>Purple Mash</b> Y3: Touch Typing Y4: Animation</p>	<p><b>Purple Mash</b> Y3: Email Y4: Effective Searching, Hardware Investigators</p>	<p><b>Purple Mash</b> Y3: Branching Databases Presenting Y4: Making Music</p>
<b>RE</b> (To be taught in five one week blocks across the year)	<p><i>Why do people make pilgrimages? Why make a journey?</i></p>	<p><i>Why is light an important symbol for different religions?</i></p>	<p><i>Does religion help people to be good? What can we learn from religion about</i></p>	<p><i>Is it right to forgive? (Link to the Easter Story)</i></p>	<p><i>Why do people pray? Does prayer work?</i></p>	

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	C3: What is the importance of the River Ganges to Hindus?	C3: What is the significance of light in the festival of Diwali? Why is light a great symbol in Christianity?	<i>deciding what is right and wrong?</i>  C3: Does religion help people to be good?	C3: Does forgiveness make sense?	C3: What does the Lord's Prayer mean... your kingdom come? Do all religious believers pray in the same way	
<b>HISTORY</b>	<p><b>The achievements of the earliest civilisation - Ancient Egypt</b>  <b>Big idea:</b> Human history stretches back for 10s of thousands of years.  <b>KQ:</b> Why was discovering the Rosetta Stone so important?</p> <ul style="list-style-type: none"> <li>• Timeline- When did the earliest civilisations appear?</li> <li>• Show where in the world the earliest civilisations lived.</li> <li>• Order A.E. events chronologically.</li> <li>• Explain why the discovery of the Rosetta Stone was so important and consider its impact.</li> <li>• Explain and explore how the Ancient Egyptians depended on the river Nile and used it to trade – it served as a major 'highway'.</li> <li>• Explain why the Ancient Egyptians worshipped lots of different Gods and how the Gods affected daily life.</li> </ul> <p><b>Local connection</b> Howard Carter – a British archaeologist and Egyptologist who discovered the intact tomb of the Pharaoh Tutankhamun - link to Swaffham, Norfolk.</p>		<p><b>A significant turning point in British History – Battle of Britain</b>  <b>Big Idea:</b> We should try and understand the past, and what people did, without necessarily agreeing with them. Much of our lives today is because of what people in the past have done.  <b>KQ:</b> Why was winning the Battle of Britain in 1940 so important?</p> <ul style="list-style-type: none"> <li>• Order significant dates on a timeline</li> <li>• Describe the main events leading to the Battle of Britain and why it was such a significant event.</li> <li>• Describe events that led to evacuation of children in WW2 and the impact of this today.</li> </ul> <p><b>Local connection</b> World War 2 evacuees: children evacuated from London to Norfolk, including Wymondham and Wreningham.</p>		<p><b>A study of an aspect of history significant in the locality</b>  <b>Big Idea:</b> We find out about the past from different sorts of information/sources/evidence/clues such as written, artefacts and pictures. Some parts of history have many sources, but others have very few.</p> <p><b>Local connection/School trip</b>  <b>KQ:</b> Stranger's Hall: A Place of Sanctuary?</p> <ul style="list-style-type: none"> <li>• Raise awareness of an important area of local history, Strangers Hall, Norwich.</li> <li>• Explore daily life in Norwich in 1565 (Tudors).</li> <li>• Consider foreign refugees, the 'strangers', in Tudor England and link this to contemporary ideas on immigration and refugees.</li> <li>• Engage children with museum objects</li> </ul>	
<b>GEOGRAPHY</b>	<p><b>Big Idea:</b> The world is made up of continents, each one made up of countries, each with their own capital city.  <b>KQ:</b> What features does a capital city have?</p> <p><b>Curriculum objectives covered</b>  <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate <u>some</u> of 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 regions and human characteristics, countries and major cities.</li> <li>• Identify the position of and begin to understand the significance of Northern Hemisphere,</li> </ul>		<p><b>Big Idea:</b> That maps contain many different features that aide us in finding our way around the landscape.  <b>KQ:</b> How do we know which way to go?</p> <p><b>Curriculum objectives covered</b>  <b>Activities:</b></p> <ul style="list-style-type: none"> <li>• How Hill: Orienteering</li> <li>• Mapping our school grounds</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Learn about and begin to use the 8 points of a compass and 4 figure grid references, symbols and key (including the use of Ordnance Survey</li> </ul>		<p><b>Big Idea:</b> The counties of the UK can be split into different regions to help locate them.  <b>KQ:</b> What is a county and how do they differ?</p> <p><b>Curriculum objectives covered</b>  <b>Locational Knowledge</b></p> <p>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>Geographical skills and fieldwork</b></p>	

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	<p>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>Physical Geography</b> Describe and understand key aspects of physical geography, including climate zones.</p> <p><b>Geographical skills and fieldwork</b> Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Fieldwork:</b> Beach trip</p>
<p style="text-align: center;"><b>ART</b></p>	<p><b>Big Idea:</b> The art of sewing is at least 20000 years old, and is both practical and artistic. <b>KQ:</b> How can we use sewing to design and create items?</p> <p>Children will design and make an item using a number of different stitches. Children will use binka to develop the skills taught in class 2 to design and make an item e.g. a book-mark.</p>	<p><b>Colour (chalk pastel)</b> <b>Big Idea:</b> Artists were commissioned to record the events of the war. <b>KQ:</b> How can art that is recording something so atrocious also be considered interesting and important?</p> <p><b>WW2: Blitz background with silhouette in front</b> -chalk pastel -explore images of the Blitz -discuss the colours seen in these images -experiment with the chalk pastels to create their own Blitz background -evaluate their own work and that of others to make improvements</p> <p>Website: <a href="https://www.tate.org.uk/art/art-terms/w/war-artists">https://www.tate.org.uk/art/art-terms/w/war-artists</a></p> <p>Artists: variety (look at above website and choose carefully)</p> <p><b>Sculpture: Texture and Form</b> <b>Big Idea:</b> Nature and the world around us can be a source of inspiration. <b>KQ:</b> Does sculpture always have to be permanent?</p> <p><b>Experiment with shape and form</b> Geometric shapes</p> <ul style="list-style-type: none"> <li>practice making geometric shapes, attaching pieces together, making something from one piece of clay</li> </ul>	<p><b>Big Idea:</b> Patterns are all around us, in nature as well as in art and design. <b>KQ:</b> How does pattern affect art?</p> <p><b>Pattern</b> -look at pattern around us (in nature, buildings, different cultures, animals, etc.) -design different patterns in their art books -explore shapes and colours, including mono designs -what materials can be used to create the patterns (e.g. string, buttons, etc.)</p> <p><b>Printing</b> -based on the above pattern work, design and create a pattern which can be created into a simple press print using card and string -print the pattern in art books -move onto collagraph style press printing using the pattern work they've learned and created</p> <p>*Opportunity to look at great architects and designers in history (e.g. Greek architecture with stylised acanthus leaves, William Morris, Antoni Gaudi, Frank Lloyd Wright, Zaha Hadid, etc.) with the aim of being inspired by the patterns they used in their work.</p>

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			<ul style="list-style-type: none"> <li>How Hill: animal sculptures (<b>clay</b>) with found natural materials added</li> </ul> <p>Abstract shapes</p> <ul style="list-style-type: none"> <li><b>soap carving</b>: making something from a single piece of material</li> </ul> <p>Artist: Barbara Hepworth -website: <a href="https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth">https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth</a> -website: <a href="https://www.tate.org.uk/kids/make/sculpture/soap-carving">https://www.tate.org.uk/kids/make/sculpture/soap-carving</a></p> <p><b>Outdoor sculpture/land art</b> How Hill: outdoor sculpture and art Artist: Andy Goldsworthy</p>			
<b>DESIGN TECHNOLOGY</b>	<p><b>Big Idea:</b> Moving pictures can be created with simple materials like paper and card.</p> <p><b>KQ:</b> What is the difference between pop up and paper mechanisms? How can I include both in my design?</p> <p><b>Mechanical</b> <b>Pop-up Books</b> Design a 3-4 page pop-up book for Class 2 (y1/y2) based on Class 3's history topic (non-fiction)</p> <ul style="list-style-type: none"> <li>learn about pop-up books and why they are so popular</li> <li>discover how different card mechanisms create different sorts of movement</li> <li>know how to accurately cut, score, fold and join to produce working, reliable card mechanism</li> <li>to develop different graphic styles and match these to the needs of their chosen audience</li> <li>to match card mechanisms to the movements they want to achieve in their book</li> <li>pop up: pops out of the book using the energy drawn from pulling two pages apart</li> <li>paper mechanism: slide, rotation or flap of paper</li> </ul>	<p><b>Big Idea:</b> Materials, joins and their effectiveness for the design purpose varies from project to project.</p> <p><b>KQ:</b> How can materials be joined or fitted together for a purpose?</p> <p><b>Textiles</b> <b>Fabric Design - Sewing</b> WW2 Day</p> <ul style="list-style-type: none"> <li>Make do and mend session; using a simple stitch, join together 2-4 pieces of material</li> <li>take these skills to then design and make a sleeping bag for a teddy</li> </ul> <p><b>Structure</b> How Hill Residential</p> <ul style="list-style-type: none"> <li>thatched roof building</li> <li>aim: make your roof strong and waterproof</li> </ul>	<p><b>Big Idea:</b> There is a need to be creative in thinking about novel ways to use materials.</p> <p><b>KQ:</b> How can I maximise the use of a limited number of materials to make a structure warm, dry and safe?</p> <p><b>Structure</b> <b>Designing and making a shelter for a purpose</b></p> <ul style="list-style-type: none"> <li>identify and discuss the features of an Anderson Shelter</li> <li>plan and design a structure to provide shelter and safety to refugees in harsh conditions around the world today.</li> <li>Set different criteria – e.g., heat/cold/risk of flood/earthquake</li> <li>choose the most appropriate materials for their design</li> <li>measure, cut and assemble their design with increasing accuracy throughout the building process</li> <li>evaluate functionality</li> </ul> <p><b>Link to History – World War 2</b></p>			
<b>MUSIC</b> *Curriculum is currently being reviewed.*	<b>More Musical Styles</b> KQ : How does music help us to know our community?	Class 3 Nativity Christingle service songs	<b>Enjoying improvisation</b> KQ: How does music make a difference to us every day?	<b>Expression and improvisation</b> KQ: How does music shape our way of life?	<b>Opening night</b> KQ: How does music connect us with our planet?	<b>The show must go on</b> KQ: How does music connect us with the environment?

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<p style="text-align: center;"><b>MFL French</b></p>	<p><b>Bonjour!</b> Saying hello and goodbye. Asking and saying your name. Asking and saying how you are. Nouns (musical instruments) Numbers 1-10</p>	<p><b>En Classe</b> Classroom objects Colours Saying your age. Classroom instructions</p>	<p><b>Mon Corps</b> Introducing parts of the body. Describing eyes and hair. Days of the week Character descriptions</p>	<p><b>Les Animaux</b> Animals and pets Numbers 11-20 Giving someone's name. Describing someone.</p>	<p><b>La Famille</b> Identifying members of your family. The alphabet Household items Using basic prepositions <i>sur</i> and <i>dans</i> to describe position.</p>	<p><b>Bon Anniversaire!</b> Recognise and ask for various snacks. Giving opinions about food. Numbers 21-31 Months of the year</p>
<p style="text-align: center;"><b>PE (linked to RSHE)</b></p>	<p><b>Sport</b> Hockey – control, striking and passing focus</p> <p><b>Swimming at UEA</b> Core lesson</p>	<p><b>Sport</b> Tag Rugby – ball handling focus</p> <p><b>Real PE Skills - Social</b> Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)</p> <p>Static Balance: Seated (FUNS Station 2)</p>	<p><b>Sport: Gymnastics</b> Theme: Acrobatic Sequences Balance Skills</p> <p>Theme: Rotation Sequences Hand Apparatus Skills</p> <p><b>Real PE Skills – Cognitive</b> Dynamic Balance: On a Line (FUNS Station 5)</p> <p>Coordination: Ball Skills (FUNS Station 9)</p>	<p><b>Sport</b> Netball/Basket Ball Orienteering (Residential)</p> <p><b>Real Dance – Creative</b> Skills and building a performance</p> <p><b>Real PE Skills - Creative</b> Coordination: Sending and Receiving (FUNS Station 8)</p> <p>Counter Balance: With a Partner (FUNS Station 7)</p>	<p><b>Sport</b> Cricket Skills – bowling and accuracy focus</p> <p><b>Real PE skills – Apply Physical</b> Agility: Reaction/Response (FUNS Station 12)</p> <p>Static Balance: Floor Work (FUNS Station 3)</p>	<p><b>Cultural Dance for Sports Day</b></p> <p><b>Sport</b> Athletics</p> <p><b>Real PE skills– Health &amp; Fitness</b> Skill – Agility: Ball Chasing (FUNS Station 11)</p> <p>Static Balance: Stance (FUNS Station 4)</p>
<p style="text-align: center;"><b>RSHE</b></p>	<p><b>Lessons linked to the following:</b></p> <ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Caring friendships</li> <li>• Online relationships</li> <li>• Internet safety and harms</li> <li>• Mental wellbeing</li> <li>• Physical health and fitness (PE)</li> <li>• Families and people who care for me</li> <li>• Being safe</li> <li>• Basic first aid</li> <li>• Health and prevention</li> </ul>		<p><b>Lessons linked to the following:</b></p> <ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Changing adolescent body</li> <li>• Respectful relationships</li> <li>• Being safe</li> <li>• Mental wellbeing</li> <li>• Physical health and fitness (PE)</li> </ul> <p><b>Key Stage 2 trip to The Houses of Parliament (London) – workshop and tour</b></p>		<p><b>Lessons linked to the following:</b></p> <ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Being safe</li> <li>• Basic first aid</li> <li>• Health and prevention</li> <li>• Physical health and fitness (PE)</li> <li>• Drugs, alcohol and tobacco</li> </ul>	