Syllabus

Welcome p.6 Chocater adjectives between parfects Comparatives and superlatives processing Comparatives and superlatives processing Comparatives processing	Syllab	ous			
1 Natural features adjustives to describe adjustive to describe adjustive to describe adjustive to describe adjustive to describe peak Past continuous and past simple adjustive to describe adjustive to describe adjustive to describe peak 2 Line in medieval times peak Prose to present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present and post) (advir have to get peak) of source of present perfect with ever (advir have to get peak) of source of present perfect with ever (advir have to get peak) of source of present perfect with ever (advir have peak peak) (advir have to get peak) of source of present perfect with ever (advir have peak peak) (advir have to get peak) of source of present perfect with peak of present perfect with perfect with peak of present perfect with		Life experiences	Zero conditional	5	
p.10 Adjectives to describe notural features Ivea collecting water when load water water output on the endators stored? Review 1 Exam Practice 1: A2 Key for Schools Listening, Part 1 could / couldn't (past ability) People could make their own shoes. Index to the present perfect with ever phone of the people could make their own shoes. Prosent perfect with How long? and for when be a people could make their own shoes. Index to the present perfect with ever the way out ever phone of start dyn. could / couldn't (past ability) People could make their own shoes. Index to the present perfect with ever the way out ever phone of the people could make their own shoes. The people could make their own shoes. Index to the people could make their own sh	Unit	Vocabulary	Grammar		
2 Life in the past methods of communication in the past something received in the part of some regits part of sofurdays. past something received in the part of some regits part of sofurdays. past something received in the part of sofurday. past something received in the clubits in the some regits part of sofurday. past something received in the clubits in the clubits past something received in the clubits in the clubits past something received in the clubit past something received in the clubit something receiv		Adjectives to describe		questions Where were you going when the	
pst p.22 Methods of communication p.23 I don't have to get up early on Staturdays. Free etime activities Types of music Properties Present perfect with ever Properties of music Present perfect with ever Present perfect with ever Properties of music Present perfect with ever Present perfect with even Properties of music Present perfect with even Present perfect with even Properties of music Present perfect with even Present perfect with how long 2 and for 1 since Present perfect with how long 2 and for 1 since Review 2 Exam Practice 2: A2 Key for Schools Reading, Part 1 Present perfect with just, already and yet adventures p.4 Present perfect with just, already and yet We is calready had lunding. We how rit bound the composes yet. Present perfect questions with yet there is the another perfect we how rit bound the composes yet. 5 Ways of living p.56 Features of a city/town Adjectives to describe places To com the foot perfect many people. There is not enough (* adjective) It's too noisy. to con and net enough (* adjective) It's too noisy. 7 Design time p.68 Exam Practice 3: A2 Key for Schools Speaking, Part 1 Too noisy. Too noisy. 7 Design time p.68 Materials Present perfect with out of the some reduce pollution. There aren't enough. 7 Design time p.68 Materials Present perfect with add of for a rewilding competition 7 Design time p.69 Materials Present simple passive processes Present simpl	Review 1	Exam Practice 1: A2 Key for	or Schools Listening, Part 1		
something new p.32Types of musicHave your ever played chees? Yes, have. / No, lhaven1.For / since How lang have you been in the club? For three years / since 2016.Review 2Exam Practice 2: A2 Key for Schools Reading, Part 1Project 1Real-world challenge: Work tagether to make a poster for a medieval game4 Outdoor adventures p.46Outdoor equipment Outdoor equipment Outdoor crivitiesPresent perfect with just, already and yet If we just array data the found the compass yet.Present perfect questions with yet Howe on the duby for found the compass yet.5 Ways of living p.56Features of a city/town Adjectives to describe placesto much / to many and not enough (th non) There's to much pollution. There are too many people. There's to much pollution. There are too many people.to and not enough (+ adjective) If's to noisy. If in the side enough.6 Ortiget 2Exam Practice 3: A2 Key tor Schools Speaking, Part 1may (not), might (not), could Some animals might not survive. There's to describe process. Some food could disappear.may (not), might (not), could Some animals might not survive. There's to describe process. Some food could disappear.7 Design time p.80Naterials Verbs to describe processesPresent simple for future events Wint time do the shops close? If and do in the wey work work't ster of clock. If work of the shops close? They do in the shops close? They do in the close of a since of a s	past		I don't have to get up early on Saturdays.	People could make their own shoes.	
Project 1 Real-world challenge: Work together to make a poster for a medieval game 4 Outdoor equipment outdoor activities Present perfect with just, already and yet Ve site arrive and the comp. We ve already had lunch. We ve already had lunch. We ve already had lunch. We haven't found the compasy yet. We ve already had lunch. We haven't found the compasy yet. We ve already had lunch. We haven't found the compasy yet. We ve already had lunch. We haven't found the compasy yet. We ve already had lunch. We haven't found the compasy yet. There is to much pollution. There are too many people. There is to much pollution. There are not many people. There is to much pollution. There are not many people. There is the company wildlife. There aren't enough round of an ot enough (+ adjective) It's too notsy. It is n't safe enough. 6 Protect our plants Exam Practice 3: A2 Key for Schools Speaking, Part 1 Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They may reintroduce wolves. Some animals might not survive. They foo could suppear. <t< th=""><th>something new</th><th></th><th>Have you ever played chess?</th><th>for / since How long have you been in the club?</th></t<>	something new		Have you ever played chess?	for / since How long have you been in the club?	
4 Outdoor adventures of a city/town advent/vie is a city/town advent/or advent/vie advent/vie is a city/town advent/vie a	Review 2	Exam Practice 2: A2 Key for Schools Reading, Part 1			
adventures p.46Outdoor activitiesI're just arrived at the camp. We velocady had lunch. We haven't found the compass yet.Have you tried rafting yet? Yes, I have. / No, I haven't.5 Ways of living p.56Features of a city/town Adjectives to describe placestoo much / too many and not enough (* noum) There's too much pollution. There are too many people. There's is to enough wildlife. There aren't enough cycle paths.too and not enough (* adjective) It's too noisy. It's too noisy. It's too noisy. It's too noisy.too and not enough (* adjective) It's too noisy. It's too noisy.6 Protect our plonetExam Practice 3: A2 Key for Schools Speaking, Part 1may (not), might (not), could Some animals might not survive. The reis is the onight wildlife. There aren't enough cycle paths.may (not), might (not), could Some animals might not survive. They may reintroduce wolves. Some food could disappear.Project 2Real-world challenge: Work together to create a vision board for a rewilding competition7 Design time p.80NaterialsPresent passive: be made of 1 be used for rdan of a few ool with well sell lates. The colours aren't mixed together.7 Design time p.92Shopping Verbs to describe processesPresent passive: be made of 1 be used for rdan of the colours aren't mixed together. The colours aren't mixed together.8 All about money p.92Shopping (Verbs to describe food Types of foodFuture: will and going to the vicks. The vicks of radius of radius well sell lates of radius of radi	Project 1				
p.50Adjectives to describe places(+ non) There's too much pollution. There are too may people. There isn't enough wildlife. There aren't enough regele. There isn't enough wildlife. There aren't enough tisn't safe enough.It's too noisy. tisn't safe enough.Review 3Exam Practice 3: A2 Key for Schools Speaking, Part 1may (not), might (not), could Some animals might not survive. They isn't safe enough.6Protect our planet p.68Environmental problems Growing plantsFirst canditional if the ice caps melt, animals will lose their habitats. Some food could disappear.7 Project 2Real-world challenge: Work together to create a vision board for a rewilding competitionPresent simple possive Bamboo is grown in China. The colours aren't mixed together.7 Design time p.60Materials Verbs to describe processesPresent passive: be made of / be used for carrying books.Present simple possive Bamboo is grown in China. The colours aren't mixed together.8 All about p.92Shopping Verbs to do with money p.92Future: will and going to It's most oging to buy anything this month. It's ten o'clock. I'm going to be late. In the future, we won't gay with cash. It their key liel lots of T-shints.Question tags: present simple be and can He's weigetarian, isn't he? You can't cook, can you?9 Let's eat! p.102Adjectives to describe food Types of foodlook / sound / tast / smell / feel (like) It tastes sweet. It feels soft. It looks like a tomato.Question tags: present simple be and can He's weigetarian, isn't he? You can't cook, can you?9 Let's eat! p.102Exam Practice 5: A2 Key fo	adventures		l've just arrived at the camp. We've already had lunch.	Have you tried rafting yet?	
6 Protect our planet p.68 Environmental problems Growing plants First conditional if the ice caps melt, animals will lose their habitats. If deforestation doesn't stop, we won't reduce pollution. may (not), might (not), could Some animals might not survive. They may reintroduce wolves. Some food could disappear. Project 2 Real-world challenge: Work together to create a vision board for a rewilding competition Present simple passive is anade of / be used for it's made of leather. It's used for carrying books. Present simple passive Bamboo is grown in China. The colours aren't mixed together. Review 4 Exam Practice 4: A2 Key for Schools Listening, Part 5 Present simple for future events. It's used for carrying books. Present simple for future events. The olours aren't mixed together. 9 Let's eat! Adjectives to describe food Present simple for future events. It here is sweet. It feels soft. It looks like a tomato. Question tags: present simple be and can down? 9 Let's eat! Adjectives to describe food It tastes sweet. It feels soft. It looks like a tomato. He's vegetarian, isn't he? You can't cook, can you? Review 5 Exam Practice 5: A2 Key for Schools Speaking, Part 2 Project 3 Real-world challenge: Work together to design a stall and make an advert		Adjectives to describe	(+ noun) There's too much pollution. There are too many people. There isn't enough wildlife. There aren't enough	It's too noisy.	
planet p.68Growing plantsIf the ice caps melt, animals will lose their habitats. If deforestation doesn't stop, we won't reduce pollution.Some animals might not survive. They may reintroduce wolves. Some food could disappear.Project 2Real-world challenge: Work together to create a vision board for a rewilding competition7 Design time p.80Materials Verbs to describe processesPresent passive: be made of / be used for It's made of leather. It's used for carrying books.Present simple passive Bamboo is grown in China. The colours aren't mixed together.8 All about money p.92Shopping Verbs to do with moneyFuture: will and going to I'm not going to buy anything this month. It's ten o'clock. I'm going to ba late. In the future, we won't pay with cash. I think we'll sell lots of T-shirts.Present simple for future events What time do the shops close? They close at 6.30.Question tags: present simple be and can He's vegetarian, isn't he? You can't cook, can you?Review 5Exam Practice 5: A2 Key for Schools Speaking, Part 2Question tags: present simple be and can He's vegetarian, isn't he? You can't cook, can you?Review 5Exam Practice 5: A2 Key for Schools Speaking, Part 2Review to design a stall and make an advert	Review 3				
7 Design time p.80 Materials Verbs to describe processes Present passive: be made of / be used for It's made of leather. It's used for carrying books. Present simple passive Bamboo is grown in China. The colours aren't mixed together. Review 4 Exam Practice 4: A2 Key for Schools Listening, Part 5 8 All about money p.92 Shopping Verbs to do with money p.92 Future: will and going to I'm not going to buy anything this month. It's ten o'clock. I'm going to be late. In the future, we won't pay with cash. I think we'll sell lots of T-shirts. Present simple for future events What time do the shops close? They close at 6.30. 9 Let's eat! p.102 Adjectives to describe food Types of food look / sound / taste / smell / feel (like) It tastes sweet. It feels soft. It looks like a tomato. Question tags: present simple be and can He's vegetarian, isn't he? You can't cook, can you? Review 5 Exam Practice 5: A2 Key for Schools Speaking, Part 2 Project 3 Real-world challenge: Work together to design a stall and make an advert	planet		If the ice caps melt, animals will lose their habitats. If deforestation doesn't stop, we won't	Some animals might not survive. They may reintroduce wolves.	
p.80Verbs to describe processesIt's made of leather. It's used for carrying books.Bamboo is grown in China. The colours aren't mixed together.Review 4Exam Practice 4: A2 Key to Schools Listening, Part 58 All about money p.92Shopping Verbs to do with moneyFuture: will and going to I'm not going to buy anything this month. It's ten o'clock. I'm going to be late. In the future, we won't pay with cash. I think we'll sell lots of T-shirts.Present simple for future events What time do the shops close? They close at 6.30.Present simple be and can He's vegetarian, isn't he? You can't cook, can you?9 Let's eat! p.102Adjectives to describe food Types of foodJook / sound / taste / smell / feel (like) It astes sweet. It feels soft. It looks like a tomato.Question tags: present simple be and can He's vegetarian, isn't he? You can't cook, can you?Review 5Exam Practice 5: A2 Key to Schools Speaking, Part 2Zure Schools Speaking a stall and make an advertProject 3Real-world challenge: World challenge is weaken to design a stall and make an advert	Project 2	Real-world challenge: Wo	al-world challenge: Work together to create a vision board for a rewilding competition		
8 All about money p.92 Shopping Verbs to do with money Future: will and going to I'm not going to buy anything this month. It's ten o'clock. I'm going to be late. In the future, we won't pay with cash. I think we'll sell lots of T-shirts. Present simple for future events What time do the shops close? They close at 6.30. 9 Let's eat! p.102 Adjectives to describe food Types of food look / sound / taste / smell / feel (like) It tastes sweet. It feels soft. It looks like a tomato. Question tags: present simple be and can He's vegetarian, isn't he? You can't cook, can you? Review 5 Exam Practice 5: A2 Key for Schools Speaking, Part 2 Project 3 Real-world challenge: Work together to design a stall and make an advert		Verbs to describe	It's made of leather. It's used for	Bamboo is grown in China.	
money p.92Verbs to do with moneyI'm not going to buy anything this month. It's ten o'clock. I'm going to be late. In the future, we won't pay with cash. I think we'll sell lots of T-shirts.What time do the shops close? They close at 6.30.9 Let's eat! p.102Adjectives to describe food Types of foodlook / sound / taste / smell / feel (like) It tastes sweet. It feels soft. It looks like a tomato. Types of foodQuestion tags: present simple be and can He's vegetarian, isn't he? You can't cook, can you?Review 5Exam Practice 5: A2 Key for Schools Speaking, Part 2Project 3Real-world challenge: Work together to design a stall and make an advert	Review 4	Exam Practice 4: A2 Key for Schools Listening, Part 5			
p.102 food Types of food It tastes sweet. It feels soft. It looks like a tomato. and can He's vegetarian, isn't he? You can't cook, can you? Review 5 Exam Practice 5: A2 Key for Schools Speaking, Part 2 Volume Project 3 Real-world challenge: Work together to design a stall and make an advert	money		I'm not going to buy anything this month. It's ten o'clock. I'm going to be late. In the future, we won't pay with cash.	What time do the shops close?	
Project 3 Real-world challenge: Work together to design a stall and make an advert		food		and can He's vegetarian, isn't he?	
	Review 5	Exam Practice 5: A2 Key for Schools Speaking, Part 2			
Festivals Bonfire Night Holi	Project 3	Real-world challenge: Wo	ork together to design a stall and make an advert	t in the second s	
	Festivals	Bonfire Night	Holi		

Social-sensitional learning Multi-literacy: skills Cross-curricular links Relationship skills [Commork]: Recognise steerigths in others If Information literacy: identify features of a website • Visual literacy: Recognise additional information gained through video Nutli-literacy: Recognise additional information gained through video Nutli-literacy: Recognise additional information social Science: Medieval civilisations Social Science: Medieval civilisations Self-monogement (Stress monogement): dent is on who source cities is an who source cities is an who source is an et opic Social Science: Medieval civilisations Social Science: Medieval civilisations Responsible decision-moking (Ethical response): decision: decision: decision: decision: decision wow our cities affect decision: decision: decision: decision: decision: decision: decision: decision: decision: decision: decision: decision: decision: decision: decision: decision: decision:							
Relationship skills (Teamwork): Imformation literacy: identify features of a website				5			
Recognise strengths in others Image: Self-management (Self-confidence): Present yourself positively to others Image: Visual literacy: Use on infographic to understand information gened will set on the same topic Self-management (Self-confidence): Visual literacy: Use on infographic to understand information information information information literacy: Evolute search results Social Science: Medieval civilisations Self-management (Stress management): Use visual clues to make predictions about iterts on the same topic Social Science: Medieval civilisations Responsible decision-making (Ethical response): Toke responsibility for your own decisions Image: Critical literacy: Udentify the writer's opinion decisions Social Science: Medieval civilisations Self-management (Self-confidence): To your own decisions Critical literacy: Identify the writer's opinion decisions Social Science: Medieval civilisations Responsibility for your own decision-making (Ethical response): Toke responsibility for your own decisions Visual literacy: Identify the writer's opinion decisions Social Science: Medieval civilisations Social awareness (Identifying emotions): Soy how you feel and why Visual literacy: Identify the author's intended purpose wits in a text Natural Science: Corputers Social awareness (Empathy): Understand word information (Accurate self-coverpetion): Recognise information literacy: Identify sources of information (Accurate self Science): Visual literacy: Understand visual impact in an advert (Appreciating diversity): Understand wisual literacy: Understand visual impact in an essuasive text		Social-emotional learning	Multi-literacy skills	Cross-curricular links			
Present yourself positively to others Present yourself positively to others Visual literacy: Understand details in an infographic Medieval civilisations Self-management (Stress management): Identify ways to reduce stress Suical Science: Visual literacy: Use visual cless to make predictions about texts on the some topic Social Science: Medieval civilisations Responsible decision-making (Ethical responses): Take responsibility for your own decisions Social Science: Medieval civilisations Social Science: Medieval civilisations Self-awareness (Identifying emotions): Say how you feel and why Visual literacy: Identify the effects of images Critical literacy: Identify the authore intended purpose Critical literacy: Identify the authore intended purpose Critical literacy: Identify the authore intended purpose Or Visual literacy: Identify sources of information and through words in a text Natural Science: Ecosystems and people Self-awareness (Accurate self-perception): Recognise that we all learn differently Critical literacy: Identify sources of information (Accurate self-perception): Recognise that we all learn differently Visual literacy: Understand visual impact in an odvert (Accurate self-perception): Recognise that we all learn differently Visual literacy: Understand visual impact in an odvert (Acurate self-perception) (Acutate Science:			Visual literacy: Recognise additional information gained				
Present yourself positively to others Present yourself positively to others Visual literacy: Understand details in an infographic Medieval civilisations Self-management (Stress management): Identify ways to reduce stress Suical Science: Visual literacy: Use visual cless to make predictions about texts on the some topic Social Science: Medieval civilisations Responsible decision-making (Ethical responses): Take responsibility for your own decisions Social Science: Medieval civilisations Social Science: Medieval civilisations Self-awareness (Identifying emotions): Say how you feel and why Visual literacy: Identify the effects of images Critical literacy: Identify the authore intended purpose Critical literacy: Identify the authore intended purpose Critical literacy: Identify the authore intended purpose Or Visual literacy: Identify sources of information and through words in a text Natural Science: Ecosystems and people Self-awareness (Accurate self-perception): Recognise that we all learn differently Critical literacy: Identify sources of information (Accurate self-perception): Recognise that we all learn differently Visual literacy: Understand visual impact in an odvert (Accurate self-perception): Recognise that we all learn differently Visual literacy: Understand visual impact in an odvert (Acurate self-perception) (Acutate Science:							
(Stress management): Identify ways to reduce stress Immunotecy in monitor build use is ounde predictions about texts on the same topic Leisure and free time (Stress management): Identify ways to reduce stress Social Science: Medieval civilisations Social Science: Medieval civilisations Responsible decision-making (Ethical responses): Take responsibility for your own decisions Imformation literacy: Identify the writer's opinion decisions Social Science: Population Self-awareness (Identifying emotions): Say how you feel and why Visual literacy: Identify the effects of images Critical literacy: Clive o personal response to a text Social Science: Population Social awareness (Empathy): Understand how your actions affect the planet Imformation literacy: Identify the author's intended purpose out hirouph words in a text Natural Science: Ecosystems and people Self-owareness (Accurate self-perception): Recognise that we all learn differently (Accurate self-perception): Recognise that we all learn differently Visual literacy: Understand visual impact in an advert (Appreciating diversity): Understand that people are different (Appreciating diversity): Understand that people are different Imformation literacy: Evoluate a text for reliability Natural Science: Ecosystems and people Social awareness (Appreciating diversity): Understand that people are different Visual literacy: Understand visual impact in an advert (Appreciating diversity): Understand that people are different Visual literacy: Evoluate a text for reliability Natural Science: Horitor backer <td></td> <td></td> <td></td> <td></td>							
Medieval civilisations Responsibility for your own decisions Information literacy: Differentiate fact from opinion Medieval civilisations Self-awareness (Identifying emotions): Visual literacy: Identify the writer's opinion Social Science: Population Social awareness (Identifying emotions): Visual literacy: Identify the effects of images Social Science: Population Social awareness (Empathy): Understand how your octions affect the planet Visual literacy: Identify the author's intended purpose and through words in a text Natural Science: Ecosystems and people Self-awareness (Empathy): Visual literacy: Identify sources of information gained through pictures and through words in a text Natural Science: Ecosystems and people Self-awareness (Empathy): Visual literacy: Identify sources of information Social Science: Ecosystems and people Visual literacy: Understand how your actions affect the planet Visual literacy: Identify sources of information Social Science: Ecosystems and people Self-awareness (Accurate self-perception): Imformation literacy: Understand visual information Social Science: Materials and their characteristics Social awareness (Appreciating diversity): Visual literacy: Understand visual impact in an advert Materials and their characteristics Self-management (Impulse control): Visual literacy: Evaluate a text for reliability Na		(Stress management):	Visual literacy: Use visual clues to make predictions about				
Medieval civilisations Responsibility for your own decisions Information literacy: Differentiate fact from opinion Medieval civilisations Self-awareness (Identifying emotions): Visual literacy: Identify the writer's opinion Social Science: Population Social awareness (Identifying emotions): Visual literacy: Identify the effects of images Social Science: Population Social awareness (Empathy): Understand how your octions affect the planet Visual literacy: Identify the author's intended purpose and through words in a text Natural Science: Ecosystems and people Self-awareness (Empathy): Visual literacy: Identify sources of information gained through pictures and through words in a text Natural Science: Ecosystems and people Self-awareness (Empathy): Visual literacy: Identify sources of information Social Science: Ecosystems and people Visual literacy: Understand how your actions affect the planet Visual literacy: Identify sources of information Social Science: Ecosystems and people Self-awareness (Accurate self-perception): Imformation literacy: Understand visual information Social Science: Materials and their characteristics Social awareness (Appreciating diversity): Visual literacy: Understand visual impact in an advert Materials and their characteristics Self-management (Impulse control): Visual literacy: Evaluate a text for reliability Na							
Image: Take responses): Take responses (Image: Social Science: Population decisions Social avareness (Identifying emotions): Take response to a text Social Science: Population Image: Social awareness (Identifying emotions): Soy how you feel and why Visual literacy: Give a personal response to a text Social Science: Population Image: Social awareness (Impathy): Understand how your actions affect the planet Image:							
Say how you feel and why Critical literacy: Give a personal response to a text Population Social awareness (Empathy): Understand how your actions affect Imformation literacy: Identify the authoră intended purpose Natural Science: Understand how your actions affect Visual literacy: Recognise information gained through pictures Natural Science: Social awareness Visual literacy: Identify sources of information Natural Science: Self-awareness Information literacy: Identify sources of information Social Science: Accurate self-perception): Visual literacy: Use an infographic to understand information Social Science: Recognise that we all learn differently Visual literacy: Understand visual impact in an advert Materials and their characteristics Visual literacy: Understand toxical impact in an advert Critical literacy: Understand techniques in a persuasive text Natural Science: Self-management (Impulse control): Imformation literacy: Evaluate a text for reliability Natural Science: Ston and think hending action Imformation literacy: Evaluate a text for reliability Natural Science:		(Ethical responses): Take responsibility for your own					
Understand how your actions affect the planet Image: Self-awareness (Accurate self-perception): Recognise that we all learn differently Image: Social awareness (Accurate self-perception): Recognise that we all learn differently Image: Social awareness (Acpreciating diversity): Understand visual literacy: Understand visual impact in an advert Social awareness (Appreciating diversity): Understand that people are different Image: Social literacy: Understand techniques in a persuasive text Social awareness (Appreciating diversity): Understand techniques in a persuasive text Social literacy: Understand techniques in a persuasive text Social literacy: Understand techniques in a persuasive text Self-management (Impulse control): Stop and think before acting Imformation literacy: Evaluate a text for reliability Natural Science: Hoolthy behire							
Understand how your actions affect the planet Image: Self-awareness (Accurate self-perception): Recognise that we all learn differently Image: Social awareness (Accurate self-perception): Recognise that we all learn differently Image: Social awareness (Acpreciating diversity): Understand visual literacy: Understand visual impact in an advert Social awareness (Appreciating diversity): Understand that people are different Image: Social literacy: Understand techniques in a persuasive text Social awareness (Appreciating diversity): Understand techniques in a persuasive text Social literacy: Understand techniques in a persuasive text Social literacy: Understand techniques in a persuasive text Self-management (Impulse control): Stop and think before acting Imformation literacy: Evaluate a text for reliability Natural Science: Hoolthy behire							
Self-awareness (Accurate self-perception): Recognise that we all learn differently information literacy: Identify sources of information Visual literacy: Use an infographic to understand information Social Science: Materials and their characteristics Social awareness (Appreciating diversity): Understand that people are different Visual literacy: Understand visual impact in an advert Social Science: Materials and their characteristics Self-management (Impulse control): Stop and think before acting Information literacy: Evaluate a text for reliability Natural Science: Healthy behirr		Understand how your actions affect	Visual literacy: Recognise information gained through pictures				
(Accurate self-perception): Recognise that we all learn differently Social awareness (Appreciating diversity): Understand that people are different Self-management (Impulse control): Stop and think before acting Importation interacty: Evaluate a text for reliability Materials and their characteristics Materials and their characteristics							
(Appreciating diversity): Information literacy: Understand that impact in an output that divert the second sec		(Accurate self-perception):		Materials and their			
(Appreciating diversity): Information literacy: Understand that impact in an output that divert the second sec							
Stop and think before acting		(Appreciating diversity):					
Social Science: Population		C		Social Science: Population			