



## Boughton Heath Academy Curriculum




### Year Group Overview


# Year Four



*Here, children thrive...*




# English and Mathematics Curriculum Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<b>Focus:</b> Fantasy story	<b>Focus:</b> Recounts, diary writing	<b>Focus:</b> Historical narratives	<b>Focus:</b> Adventure story	<b>Focus:</b> Non-chronological report	<b>Focus:</b> Explanation texts, writing in role
						
	<b>Genre:</b> Traditional tales	<b>Genre:</b> Fiction, fantasy	<b>Genre:</b> Fiction, adventure	<b>Genre:</b> Information text	<b>Genre:</b> Recounts, biographies, information text	<b>Genre:</b> Information text




 <p><b>Mathematics Curriculum</b></p>	<p><b>Place Value- 4 digits</b> <b>Addition and subtraction</b></p>	<p><b>Measurement- Perimeter</b> <b>Multiplication and Division</b></p>	<p><b>Multiplication and Division</b> <b>Measure- Area</b> <b>Fractions</b></p>	<p><b>Fractions</b> <b>Decimals</b></p>	<p><b>Decimals</b> <b>Money</b> <b>Time</b></p>	<p><b>Statistics</b> <b>Geometry- Angles and 2-D shapes</b> <b>Geometry-Position and Direction</b></p>
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 <p><b>Driver subject Knowledge Bases</b></p>	<p><b>Geography</b> Europe – including migration</p> 	<p><b>History</b> Ancient Greece</p> 	<p><b>History</b> The Roman Empire</p> 	<p><b>Geography</b> Volcanoes &amp; Earthquakes</p> 	<p><b>Geography</b> Local study: Chester over time</p> 	<p><b>History</b> Local study: Deva</p> 
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
 <b>Science</b>	<p><b>Group and classify living things</b></p> <ol style="list-style-type: none"> <li>1. Recognise that living things can be grouped in a variety of ways</li> <li>2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ol>	<p><b>States of Matter</b></p> <ol style="list-style-type: none"> <li>1. Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>2. 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)</li> <li>3. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ol>	<p><b>Sound</b></p> <ol style="list-style-type: none"> <li>1. Identify how sounds are made, associating some of them with something vibrating</li> <li>2. Recognise that vibrations from sounds travel through a medium to the ear</li> <li>3. Find patterns between the pitch of a sound and features of the object that produced it</li> <li>4. Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>5. Recognise that sounds get fainter as the distance from the sound source increases.</li> </ol>	<p><b>The Digestive System</b></p> <ol style="list-style-type: none"> <li>1. Describe the simple functions of the basic parts of the digestive system in humans</li> <li>2. Identify the different types of teeth in humans and their simple functions</li> <li>3. Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ol>	<p><b>Habitats</b></p> <ol style="list-style-type: none"> <li>1. Recognise that living things can be grouped in a variety of ways</li> <li>2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>3. Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ol>	<p><b>Electricity</b></p> <ol style="list-style-type: none"> <li>1. Identify common appliances that run on electricity.</li> <li>2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>3. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>5. recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ol>
 <b>Geography</b>	<p><b>Europe including migration</b></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> <li>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.</li> <li>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ol>			<p><b>Volcanoes &amp; Earthquakes</b></p> <ol style="list-style-type: none"> <li>1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> <li>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.</li> <li>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ol>	<p><b>Local Study: Chester over time</b></p> <ol style="list-style-type: none"> <li>2. 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.</li> <li>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.</li> <li>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>9. 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> </ol>	

 <p><b>History</b></p>		<p><b>Ancient Greece – life, achievements, influence</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop chronologically secure knowledge of history.</li> <li>2. Establish clear narratives within and across periods studied.</li> <li>3. Note connections, contrasts and trends over time.</li> <li>4. Develop the appropriate use of historical terms.</li> <li>5. Regularly address and sometimes devise historically valid questions.</li> <li>6. Understand how knowledge of the past is constructed from a range of sources.</li> <li>7. Construct informed responses by selecting and organising relevant historical information.</li> <li>8. Understand that different versions of the past may exist, giving some reasons for this.</li> </ol>	<p><b>The Roman Empire and its impact on Britain</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop chronologically secure knowledge of history.</li> <li>2. Establish clear narratives within and across periods studied.</li> <li>3. Note connections, contrasts and trends over time.</li> <li>4. Develop the appropriate use of historical terms.</li> <li>5. Regularly address and sometimes devise historically valid questions.</li> <li>6. Understand how knowledge of the past is constructed from a range of sources.</li> <li>7. Construct informed responses by selecting and organising relevant historical information.</li> <li>8. Understand that different versions of the past may exist, giving some reasons for this.</li> </ol>			<p><b>Local History study: Deva</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop chronologically secure knowledge of history.</li> <li>2. Establish clear narratives within and across periods studied.</li> <li>3. Note connections, contrasts and trends over time.</li> <li>4. Develop the appropriate use of historical terms.</li> <li>5. Regularly address and sometimes devise historically valid questions.</li> <li>6. Understand how knowledge of the past is constructed from a range of sources.</li> <li>7. Construct informed responses by selecting and organising relevant historical information.</li> <li>8. Understand that different versions of the past may exist, giving some reasons for this.</li> </ol>
 <p><b>Art</b></p>	<p><b>Drawing – Amedeo Modigliani</b></p> <ol style="list-style-type: none"> <li>1. Create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>3. Learn about great artists, architects and designers in history.</li> </ol>			<p><b>Colour &amp; Textiles – Andy Warhol</b></p> <ol style="list-style-type: none"> <li>1. Create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>3. Learn about great artists, architects and designers in history.</li> </ol>	<p><b>Paint: Monet</b></p> <ol style="list-style-type: none"> <li>1. Create sketch books to record their observations and use them to review and revisit ideas</li> <li>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>3. Learn about great artists, architects and designers in history</li> </ol>	
 <p><b>Design &amp; Technology</b></p>		<p><b>Shell Structures with CAD (Structures) Gift boxes</b></p> <ol style="list-style-type: none"> <li>1. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>4. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>5. Investigate and analyse a range of existing products</li> <li>6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>7. Understand how key events and individuals in design and</li> </ol>	<p><b>Simple switches and circuits – make a torch</b></p> <ol style="list-style-type: none"> <li>1. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>4. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>5. Investigate and analyse a range of existing products</li> <li>6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>7. Understand how key events and individuals in design and</li> </ol>			<p><b>Cookery - Toasties</b></p> <ol style="list-style-type: none"> <li>1. Understand and apply the principles of a healthy and varied diet</li> <li>2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ol>

		technology have helped shape the world <b>8. Understand and use mechanical systems in their products.</b>	technology have helped shape the world <b>8. Understand and use mechanical systems in their products.</b>			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Music</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression,</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music,</li> <li>Listen with attention to detail and recall sounds with increasing aural memory,</li> <li>Use and understand staff and other musical notations,</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>					
	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
 <b>MFL</b>	<b>Describing: People</b> <ul style="list-style-type: none"> <li>Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.</li> <li>Correctly identify a person from a description of their hair and eye colour.</li> <li>Place word cards in the correct order, with the adjectives following the noun.</li> <li>Give a spoken sentence to describe a friend.</li> <li>Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.</li> </ul>	<b>Getting dressed: Colour &amp; clothes</b> <ul style="list-style-type: none"> <li>Remember and pronounce some of the new words, recognising that some are masculine and take <b>un</b>, some feminine and take <b>une</b> and some plural and take <b>des</b>.</li> <li>Understand how to convert the indefinite article to a possessive adjective.</li> <li>Correctly identify items of clothing based on the written word.</li> <li>Say the words for items of clothing with accurate pronunciation.</li> <li>Put the colour adjective after the noun.</li> <li>Make an intelligible attempt to spell new words.</li> <li>Write accurately using a support and the correct form of the adjective in the correct position.</li> <li>Say a sentence using <b>J'aime</b> or <b>Je n'aime pas</b>.</li> <li>Use <b>il/elle</b> correctly and put the adjective in the correct position in relation to the noun.</li> <li>Put the right agreement on the adjective where relevant.</li> </ul>	<b>Counting, numbers &amp; dates</b> <ul style="list-style-type: none"> <li>Say the numbers to 31 in French</li> <li>Read and calculate Maths sums correctly in French</li> <li>Say all the days of the week, working out the words for yesterday and today.</li> <li>Match most of the French months to their English equivalents.</li> <li>Ask when someone's birthday is and give the number and month of their birthday.</li> <li>Say the seasons of the year.</li> <li>Translate the date from English to French.</li> <li>Say the similarities and differences between birthdays in the UK and France.</li> <li>Put a present wish-list into a sentence.</li> </ul>	<b>Weather</b> <ul style="list-style-type: none"> <li>Use a physical response to show their understanding of six to eight weather phrases.</li> <li>Repeat new phrases with accurate pronunciation.</li> <li>Say at least two sentences intelligibly to convey the weather in a given place.</li> <li>Point or move in the correct direction during a compass points game.</li> <li>Understand and say several directions and weather sentences.</li> <li>Place weather symbols in the correct locations on a map.</li> <li>Match at least three numerals and words correctly.</li> <li>Say the correct number for their temperature.</li> <li>Show an understanding of the water cycle and relevant cognates in both languages.</li> </ul>	<b>Food &amp; eating</b> <ul style="list-style-type: none"> <li>Use a model text to support conversation.</li> <li>Complete mathematical calculations in French, writing answers in euros.</li> <li>Recognise shop names and label a triarama.</li> <li>Use a bilingual dictionary to translate given words.</li> <li>Spell French words accurately.</li> <li>Use a range of strategies to understand an unfamiliar text.</li> <li>Ask and respond to questions found in a café conversation.</li> </ul>	<b>Songs: Eurovision</b> <ul style="list-style-type: none"> <li>Answer questions based on a video of a French-speaker, getting at least half of them correct.</li> <li>Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don't know in English).</li> <li>Say which instrument they play.</li> <li>Say what kind of music they like, using a whole sentence.</li> <li>Ask a question after listening to other pupils' attempts.</li> <li>Read and understand music genres in written form.</li> <li>Recall country names with accurate pronunciation.</li> <li>Use a full sentence to say 'J'habite en/au/aux ...'</li> <li>Write information in French about a character from a different country.</li> <li>Use familiar language to write several phrases or short sentences.</li> <li>Perform a song from memory with accurate pronunciation.</li> </ul>
 <b>Religious Education</b>	<b>Judaism</b> <ol style="list-style-type: none"> <li>What happens at a synagogue?</li> <li>What happens at Pesach?</li> <li>What is Sukkot?</li> <li>How do Jews remember the giving of the Torah? Shavuot</li> <li>What rules for Jews are there to follow in the Torah?</li> <li>What happens during the life journey of a Jew?</li> </ol>	<b>Christianity</b> <ol style="list-style-type: none"> <li>Why do Christians think about Incarnation at Christmas?</li> <li>How do different Bibles tell the story of the Nativity?</li> <li>What is a Christingle?</li> <li>Why is the incarnation an important concept in Christianity?</li> <li>How do Christians around the world celebrate the incarnation?</li> <li>How can we think more deeply about incarnation using Christmas carols?</li> <li>How do Christians worship at Christmas?</li> </ol>	<b>Christianity</b> <ol style="list-style-type: none"> <li>Why did teach about God through parables?</li> <li>How was Jesus explaining about pride and humility through the Parable of the Tax Collector and the Pharisee?</li> <li>What does the Parable of the Friend at Midnight teach a Christian about prayer?</li> <li>How does the Parable of the Judge and the Widow explore the relationship between a Christian and God?</li> </ol>	<b>Easter</b> <ol style="list-style-type: none"> <li>Which of the Christian Festivals is central to the teachings of Christianity?</li> <li>What is sin?</li> <li>What is servanthood and how is this shown through the Easter story and through the life of a Christian today?</li> <li>What is the significance of the Stations of the Cross for those who are Catholic?</li> </ol>	<b>Hinduism</b> <ol style="list-style-type: none"> <li>How do Hindus worship?</li> <li>What would a Hindu parent want their child to know about God?</li> <li>What is the meaning of Aum?</li> <li>What does it mean to have one God in many forms? Is Hinduism monotheistic or polytheistic?</li> <li>Why is a shrine important in a Hindu home?</li> <li>What is Puja?</li> <li>How do Hindus worship and celebrate at the festival of Holi?</li> </ol>	<b>Humanism</b> <ol style="list-style-type: none"> <li>What do Humanists believe?</li> <li>How does this compare to following a faith?</li> <li>What do Humanists think about God?</li> <li>What are Humanist views on happiness?</li> <li>What are the special ways that Humanists celebrate in their lives?</li> </ol>

 <p><b>Physical Education</b></p>	<p><b>Tag Rugby Personal Challenges</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, apply basic principles suitable for attacking and defending,</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Gymnastics Forest School</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance.</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p><b>Football Yoga</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, apply basic principles suitable for attacking and defending,</li> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>Dance OAA</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns.</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p><b>Athletics Swimming</b></p> <ul style="list-style-type: none"> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> <li>use running, jumping, throwing and catching in isolation and in combination.</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Rounders Gymnastics</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, apply basic principles suitable for attacking and defending,</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
 <p><b>Computing</b></p>	<p><b>Computing systems and networks: Collaborative learning</b></p> <p>4. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Programming 1: Further coding with Scratch</b></p> <p>1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Creating media: Website design</b></p> <p>5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Music Making</b></p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Spreadsheets</b></p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Artificial Intelligence</b></p> <p>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
<p><b>Online Safety:</b></p> <p>1. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>2. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>						
 <p><b>PSHCE &amp; RSE</b></p>	<p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making -having a voice</li> <li>What motivates behaviour</li> </ul>	<p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience Positive attitudes</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Healthier friendships Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>