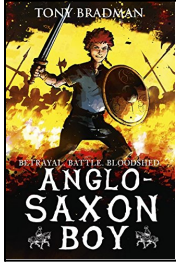
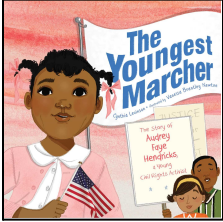


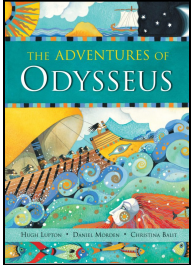


Year 3/ 4 Curriculum Overview - Cycle B

Autumn Term Global theme(s): Social Justice & Equity Focus: Settlements and Aspirations		Spring Term Global theme(s): Sustainable Development Focus: Natural Disasters and Fairtrade		Summer Term Global theme(s): Globalisation and Interdependence Focus: Life in Ancient Greece	
Autumn 1 Theme: Anglo-Saxons and Vikings	Autumn 2 Theme: The Civil Rights Movement	Spring 1 Theme: Natural Disasters	Spring 2 Theme: Fairtrade	Summer 1 Theme: Ancient Greece	Summer 2 Theme: Ancient Greece
Core texts 	Core text 	Core text 	Core text 	Core text 	Core text

Curriculum overview This topic will focus on settlements. We will study the history behind settlements, travelling back to the Anglo-Saxon/Viking times. We will consider the reasons behind settlements and the challenges faced by different groups of people. We will discuss how past settlements have affected our modern day groups.	Curriculum overview Children will be guided towards thinking about their short term and long term aspirations. They will learn why having aspirations is important and begin to understand that they are responsible for what they achieve, looking at some inspirational figures, both past and present, and where their aspirations have led them too.	Curriculum overview We will begin by exploring extreme weather events and locations from around the world with a focus on the physical geography of our planet. Over the term, the children will learn about how these extremities affect human geography.	Curriculum overview This topic focuses on Fairtrade products and where, as humans, our responsibilities lie. The children will consider how people working around the world should be treated and begin to justify their reasons behind their thoughts.	Curriculum overview In this topic, we will focus on the lifestyle and culture of the Ancient Greek civilisation. We will consider significant aspects of their lives which can be seen today such as the Olympics, myths and designs.	Curriculum overview
Diversity, Community & Global Project Outcome To create a Viking village using DT skills.	Diversity, Community & Global Project Outcome To write and share inspirational speeches with a significant body of stakeholders (e.g. Governors)	Diversity, Community & Global Project Outcome To make a connection with a school in Nepal.	Diversity, Community & Global Project Outcome To write to a non-Fairtrade brand to persuade them on the importance of using Fairtrade supplies.	Diversity, Community & Global Project Outcome To hold our own Olympic Games	Diversity, Community & Global Project Outcome
English					
Writing outcomes Narrative (diary entries) Newspaper reports	Writing outcomes Narrative (recounts) Inspirational speeches	Writing outcomes Narrative (poetry) Information texts	Writing outcomes Narrative (Playscripts) Letter writing	Writing outcomes Narrative (story) Explanation texts	Writing outcomes Narrative (story) Information texts

<p>Grammar, punctuation and spelling</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>understanding the grammatical difference between plural and possessive –s</p> <p>indicating possession by using the possessive apostrophe with plural nouns (introducing plural nouns and considering possession with singular)</p> <p>using and punctuating direct speech</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (introducing pronouns and exploring these)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (introduction and identifying) & using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns (further exploring of plural possessives, identifying these)</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (group work to explore)</p>	<p>Grammar, punctuation and spelling</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (further discussion of pronouns and editing use of these in their own writing.)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (identifying and creating own) & using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns (creating their own)</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (identifying)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (independently creating their own fronted adverbials) & using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns (independently creating own in a text)</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (writing and creating own)</p>	<p>Grammar, punctuation and spelling</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (evaluating effectiveness and editing) & using commas after fronted adverbials</p> <p>using and punctuating direct speech</p> <p>explore Standard English forms for verb inflections instead of local spoken forms</p> <p>create noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (independently)</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials (exploring embedded clauses) & using commas after fronted adverbials</p> <p>using and punctuating direct speech</p>
---	--	--

Maths

Maths curriculum	Maths curriculum	Maths curriculum	Maths curriculum	Maths curriculum	Maths curriculum
Place Value	Area	Multiplication and Division (informal & formal written methods)	Fractions (subtracting from a whole & finding fractions of a quantity)	Decimals (ordering, comparing & rounding)	Multiplication and Division (times table focus)
Addition and Subtraction	Multiplication and Division (6, 9 & 7 times tables & multiplying and devising by 100)	Fractions (equivalent fractions, adding & subtracting fractions)	Decimals (tenths and hundredths)	Money	Statistics
	Length and Perimeter			Properties of Shape	Position and Direction
					Time

Science

Science Topic: Electricity	Science Topic: Living things and their habitats	Science Topic: Living things and their habitats	Science. Topic: States of Matter	Science Topic: Animals including humans	Science Topic: Sound
How does our modern day world rely on electricity?	How can we compare animals?	How can we compare animals?	What is matter?	How does our digestive system work?	What is sound?
What is electricity used for?	What are the 7 life processes?	What are invertebrates?	What are solids, liquids and gases?	What is the function of the teeth?	How does sound travel?
What is a complete simple series circuit?	What are the 5 groups of vertebrates?	How do plants and animals in our local habitats change across the year?	What affects the speed of evaporation?	How does food move through the digestive system?	How does our ear work?
What makes a complete circuit?	How do we compare similarities and differences in vertebrates?	Are all animals with wings birds that can fly?	How does solid turn into a liquid?	What affect does what we eat have on our teeth?	Does being further away from a source always mean it's quieter?
What materials are used as conductors?	How can we sort animals using a classification key?		At what temperature do materials change state?	How do food chains work?	What are the patterns in pitch and vibration in different sources?
What is the role of a switch?					What material is best for soundproofing?

Wider national curriculum

History	History	History		History	
Who were the Anglo-Saxons and how do we know what was important to them?	Why are people treated differently bases on race?	What is our local area like?		Who were the Ancient Greeks?	
Where did the Anglo-Saxons settle in Britain?	What is slavery?	Where is our local area?		How does Greece compare to the UK?	
What was life like for an Anglo-Saxon?	What is it like in Africa?	What does our local area look like?		What are the Olympics?	
What is Sutton-Hoo?	Who was Abraham Lincoln?	What are the buildings like?		What are the Ancient Greek myths?	
	What is segregation?	Why do people visit my local area?		What have I learned about Greece?	
	What is the Black Lives Matter Movement?				

What was the Battle of Hastings? What was the terror in Britain in 793? How does Scandinavia compare with the UK? What was Viking life like? What were their longships like?		Why were the buildings built? How is the land used? What is human and physical geography?			
Geography What is the relationship between Anglo-Saxon settlement and land use, then and now? What is a settlement? How have settlements changed? How do Anglo-Saxon maps compare with UK map now? (counties focus) How did Anglo-Saxons relocate settlements in Scandinavia, Germany and the Netherlands? What are the land use and needs of an idea?		Geography How do extreme events impact the environment? How can we show information on a graph? How can we compare data? What are extreme locations around the world like? How does longitude and latitude work? Which areas are likely to flood? Which areas are likely to encounter hurricanes? How do famous mountains and volcanoes affect our world? How do tectonic plates cause mountains, earthquakes and volcanoes?	Geography Why is Fairtrade Fair? How does fairtrade work? Where are Fairtrade countries? What are the similarities and differences in climate across the tropics and equator? How do Fairtrade foods and food from our country get from farm to fork?	Geography How and why is Ponteland changing? What is Ponteland River like? What are the features of a river? How do we find the longest and shortest route using a map? How do old and new maps of Ponteland compare?	
Computing <u>Creating media</u> Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered. <u>Learning objectives:</u> - to identify that sound can be digitally recorded - to use a digital device to record sound - to explain that a digital recording is stored as a file - to explain that audio can be changed through editing		Computing <u>Data and information</u> Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. <u>Learning objectives:</u> - to explain that data gathered over time can be used to answer questions - to use a digital device to collect data automatically - to explain that a data logger collects data points from sensors over time		Computing <u>Creating media</u> Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. <u>Learning objectives:</u> - to explain that digital images can be changed - to change the composition of an image - to describe how images can be changed for different uses - to make good choices when selecting different tools	

<ul style="list-style-type: none">- to show that different types of audio can be combined and played together- to evaluate editing choices made		<ul style="list-style-type: none">- to use data collected over a long duration to find information- to identify the data needed to answer questions- to use collected data to answer questions		<ul style="list-style-type: none">- to recognise that not all images are real- to evaluate how changes can improve an image	
Internet safety Online Relationships Online Reputation		Internet safety Safer Internet Day Privacy and Security		Internet safety Self Image and Identity	
Music First access recorders - learning the fingering and notations for the pitches of the right hand: Learning to play with clear articulation, improvising, playing simple melodies from notations in 4/4 time. <ul style="list-style-type: none">• Singing/Performing• Composing• Notation Skills• Listening, Appraising and Understanding Learn Christmas song/s on recorder. Christmas play rehearsals. <ul style="list-style-type: none">• Singing/Performing• Composing• Notation Skills• Listening, Appraising and Understanding		Music Recorder compositions level 2: In ternary form, with an introduction, coda and ostinato accompaniment. Notated and performed to the class. OR: Scottish Opera Project: https://docs.google.com/document/d/1diR0uTwmLn9PV6qof9mzFec6T4Rcqhbw/edit?usp=sharing&ouid=111988076988561828794&rtpof=true&sd=true https://drive.google.com/file/d/1nGVXOpz7ke8WtoVfoSA4zJqnb2yMYag/view?usp=sharing <ul style="list-style-type: none">• Singing/Performing• Composing• Notation Skills• Listening, Appraising and Understanding Xylophone composition project: in C Major using at least a 5 note range in pitch and a combination of crotchets, quavers and minims. <ul style="list-style-type: none">• Singing/Performing• Composing• Notation Skills• Listening, Appraising and Understanding		Music	
Art					
What did Anglo Saxon design look like? Drawing <ul style="list-style-type: none">• To develop drawing skills	How can we share our voice? Drawing <ul style="list-style-type: none">• To develop drawing skills	How is identity represented through Art? Drawing <ul style="list-style-type: none">• To develop drawing skills	Who do we see? Drawing <ul style="list-style-type: none">• To develop drawing skills	How can we show the power of the sea through paint? Painting <ul style="list-style-type: none">• To use a range of paint techniques	How can we highlight the problem of fast fashion? Textiles <ul style="list-style-type: none">• To create and refine designs to

<p>through a range of techniques, continuous line, opposite hand drawing, 30s sketch</p> <ul style="list-style-type: none">To develop tonal line drawing, using a range of pencilsTo begin to use perspectiveTo use composition in sketchbooks with increased independenceTo use oil pastels to create patterns and blend with accuracy <p>Printing</p> <ul style="list-style-type: none">To print onto collaged backgroundTo work collaboratively to produce a print	<p>through a range of techniques, continuous line, opposite hand drawing, 30s sketch</p> <ul style="list-style-type: none">To develop tonal line drawing, using a range of pencilsTo use composition in sketchbooks with increased independence <p>Sculpture</p> <ul style="list-style-type: none">To use positive and negative space to explore how shapes sit next to each other <p>Artists' work</p> <ul style="list-style-type: none">To explore global themes in the work of notable artists <p>Evaluation</p> <ul style="list-style-type: none">To reflect on own values and begin to introduce them to their workTo evaluate the successes of their product design to help refine and enhance work	<p>through a range of techniques, continuous line, opposite hand drawing, 30s sketch</p> <ul style="list-style-type: none">To develop tonal line drawing, using a range of pencilsTo begin to use perspectiveTo use composition in sketchbooks with increased independence <p>Artists' work</p> <ul style="list-style-type: none">To explore global themes in the work of notable artistsTo identify symbolism and iconography in the work of a range of artistsTo use written form to explore intent and effect with greater understanding	<p>through a range of techniques, continuous line, opposite hand drawing, 30s sketch</p> <ul style="list-style-type: none">To develop tonal line drawing, using a range of pencilsTo begin to use perspectiveTo use composition in sketchbooks with increased independence <p>Collage</p> <ul style="list-style-type: none">To use collage to create a self portrait in the style of an artistTo use choose materials to enhance outcome according to colour and proportion <p>Artists' work</p> <ul style="list-style-type: none">To explore global themes in the work of notable artists	<p>to explore ideas (scraping, wax resist...)</p> <ul style="list-style-type: none">To use paint to create mood and atmosphereTo use a palette knife to create an effect <p>Artists' work</p> <ul style="list-style-type: none">To use written form to explore intent and effect with greater understanding <p>Evaluation</p> <ul style="list-style-type: none">To evaluate the successes of their product design to help refine and enhance work	<p>produce most successful outcome</p> <ul style="list-style-type: none">To identify the most appropriate material for given productTo explore how material, colour, pattern and shape work together to create final outcome <p>Artists' work</p> <ul style="list-style-type: none">To explore global themes in the work of notable artistsTo identify symbolism and iconography in the work of a range of artistsTo use written form to explore intent and effect with greater understanding <p>Evaluation</p> <ul style="list-style-type: none">To evaluate the successes of their product design to help refine and enhance work
<p>DT What were Viking longships? (Creating a model viking longship) <u>Key Skills:</u></p> <ul style="list-style-type: none">- Build frame structures designed to support weight.- Create a range of shaped framed structures.- Make a variety of free standing structures.- Select appropriate materials to build a strong structure and cladding.- Reinforce corners to strengthen a structure.- Create a design form a plan- Consider how to create different textural effects with	<p>DT Where do our healthy foods come from? (Fairtrade food product) <u>Key Skills</u></p> <p>Describe the benefits of seasonal food</p> <ul style="list-style-type: none">- understand not all fruit and vegetables come from the UK- Evaluate recipes on taste, smell, texture, appearance- Follow a baking recipe- Cook safely following hygiene rules- Adapt a recipe		<p>DT How do fastenings work? (Books sleeve) <u>Key Skills</u></p> <ul style="list-style-type: none">- Write a design criteria articulating decisions made- Design a personalised sleeve- Make and test a paper template with accuracy- Measure, mark and cut fabric using template- Select a stitch style to join fabric- Sew small neat stitches- Incorporate a fastening- Test and evaluate end product- Understand a fastening holds two pieces of material		

<p>materials.</p> <ul style="list-style-type: none"> - Evaluate structures made by the class. - Describe which characteristics of a design and construction made it the most effective. - Understand a frame structure. - Understand that free standing means stand on its own. - Understand cladding can be applied for different effects - Understand architects consider light, shadow and patterns when designing. <p>How has electricity developed over time? (Making torches)</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Design a torch - Make a torch with a working circuit and switch - Use appropriate equipment to cut and attach materials - Assemble a torch with design and success criteria. - Evaluate - Understand electrical system is a group of components to transport electricity. - Carry our research based on a given topic - Plan the positioning of a bulb and its purpose. - Fit an electrical component - Learn to give and accept constructive criticism - Recognise common features of electrical system (switch battery plug etc) - Recognise features of a torch (case battery contacts switch reflector lamp - Know the facts from the history of the invention of the electric lightbulb. 		<ul style="list-style-type: none"> - Describe the impact of the budget on selection of ingredients - Suggest modifications. - Understand the importance of oven gloves to remove food from ovens. - Know the following cooking techniques: sieving, creaming, rubbing method, cooling - understand the impact of imported foods - amounts of ingredients 'quantity' <p>How can a car move? (Making a slingshot car)</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Design a shape to reduce air resistance - Draw a net to create a structure form - Choose shapes to increase and decrease speed. - Measure, mark, cut and assemble with increasing accuracy. - Make a model based on design - Evaluate speed based on the effect of shape. - Understand moving things have kinetic energy - Understand air resistance is the level of drag on an object. - Understand aesthetics mean how something looks. - Recognise different view - (side view, birds eye view). 		<p>together (Zipper, toggle, button, press stud and velcro)</p> <ul style="list-style-type: none"> - Different fastenings have different purposes. 	
<p>PE</p> <p>Games -Tag Rugby</p> <p>Swimming</p>	<p>PE</p> <p>Swimming</p> <p>Dance - Dances from popular culture</p>	<p>PE</p> <p>Gymnastics</p> <p>Dance - Dances from popular culture</p>	<p>PE</p> <p>Gymnastics</p> <p>Games -Tennis</p>	<p>PE</p> <p>Athletics - Cricket and Rounders</p> <p>Games - Hockey</p>	<p>PE</p> <p>Athletics - Catching, throwing and track events</p> <p>Games - Badminton</p>
<p>RE</p> <p>Christianity</p> <p>God</p> <p>Explore the Christian belief that God, as Holy Spirit, is present and active in the lives of Christians.</p> <p>Christianity</p> <p>Festivals and Celebrations</p> <p>Aspects of the festival of Christmas – Herod's jealousy and its consequences.</p> <p>The Magi</p>		<p>RE</p> <p>Hinduism</p> <p>Lifestyles</p> <p>Aspects of Hindu lifestyle and what makes it distinctive</p> <p>Ways in which belief and practice shape Hindu lifestyle</p> <p>Christianity</p> <p>Festivals and celebrations</p> <p>Aspects of the festival of Easter – Lent, Holy Week, Jesus's resurrection, who saw him and what he did for the following</p>		<p>RE</p> <p>Christianity</p> <p>Aspects of practice that reveal Christians belong to communities</p> <p>Christians express their sense of belonging and being part of a community in many ways such as through worship in churches</p> <p>Hinduism</p> <p>Stories</p> <p>The importance of Hindu scripture especially the Ramayana.</p>	

<p>Hinduism Festivals and Celebrations Some aspects of Divali Christianity Lifestyles The beliefs and practices of Christians are shaped by their love of God Explore the concept of saintliness and sainthood</p>	<p>forty days</p> <p>Hinduism Festivals and celebrations Some aspects of Holi</p>	<p>Christianity Jesus Read and respond in a variety of ways to some of the stories which illustrate the effect Jesus had on some of the people he met.</p> <p>Hinduism Stories Why some stories are important to Hindus</p>
<p>PSHE <u>Relationships: Anti-Bullying</u> - What is privacy and personal boundaries? - How can friendships change? - How can I respond to adults and children in different situations (including online contexts)? - Why is consent important? - How can I manage and resolve conflict with others?</p> <p><u>Personal Safety</u> - How can I identify risks and hazards? - How can I manage risks in different situations? - Why are regulations and restrictions important?</p> <p><u>Showing respect</u> - How can stereotypes negatively influence behaviours and attitudes towards others? - How can I recognise and respond to behaviours/actions which discriminate against others?</p>	<p>PSHE <u>Esafty (computing)</u> - How can the internet and social media be used positively and negatively? - How can I identify reliable sources of information to make safe choices - How is information and data used online?</p> <p><u>Budgeting and Money</u> - How are things paid for and what choices to people have about paying? - How do peoples attitudes towards spending and saving differ? - What is 'value for money'? - How does spending affect others and the environment? (Fairtrade and charity)</p>	<p>PSHE <u>Understanding their role in the community</u> - What is a community? - How do people contribute within a community? - What are the benefits of a diverse community?</p> <p><u>Feelings</u> - How can I respond to my feelings in different situations? - tHow can I recognise warning signs about mental health and wellbeing? - How should I seek support for myself and others?</p> <p><u>Health and Hygiene</u> - How can I maintain a good oral hygiene? - What are the benefits and risks to sun exposure? - How can I seek support inside and outside of school?</p> <p><u>British Values - Comparing diversity of cultures in Britain and Greece</u> - How is culture shown in Greece? - How is culture shown in Britain? - What are the similarities between Britain and Greece?</p>
<p>French <u>Playing with number</u> - Learn to write numbers 1-20 - Use number in different contexts such as telling the time.</p> <p><u>Plural & accents</u></p>	<p>French <u>Europe</u> - Learning how to say we live in different countries - Identify language spoken in different places</p> <p><u>Jobs</u> - Identify masculine an dfeminine jobs</p>	<p>French <u>Animals</u> - Learn names for animals - Look at how a French composer portrayed them in music. - 'Compose' our own animals by playing with French phonemes.</p>

- Understand French spelling with accents and plurals. - Revise numbers through traditional games		- Place french adjectives correctly		<u>Hobbies</u> - Recognise different hobbies - Use a song to remember hobbies in french - Revise time	
Visit Jarrow Hall - Anglo Saxon Museum and Village	Visit	Visit	Visit Transport in the North East - airport, metro, bus, walking	Visit	Visit 'The Amazing Greeks' with Theatre Workshop Ltd
Global curriculum					
Values <u>Curiosity</u> To ask questions about a different time period and ask pertinent, relevant questions.	Values <u>Respect</u> To understand that we are all unique and ways in which we should show respect to different groups of people. <u>Integrity</u> Considering how we can defend and carry through our beliefs in the face of difficulties.	Values <u>Gratitude</u> To consider how our lives differ from those who experience severe natural disasters. What can we be grateful for? <u>Resilience</u> Considering how people move on from natural disasters and in extreme environments and how we can also show this in our lives.	Values <u>Responsibility</u> To identify our responsibilities as humans, to choose sustainable resources and give back to people fairly. <u>Collaboration</u> To be about to work successfully as part of a team to support others around the world on whom we rely.	Values <u>Creativity</u> To use creativity skills in different scenarios to work towards a given goal. <u>Kindness</u> To explain what being kind means and to understand how our actions towards others can make a difference to their feelings. How does this value appear in Greek myths?	Values <u>Bravery</u> To understand that bravery means being honest with ourselves and others about our feelings and facing them head on. <u>Effort</u> To understand that effort relates to achievement and be able to identify their own aspirations and explain how effort can help them reach this goal.
<u>Global Skills</u> • To imagine alternative possibilities and suggest new ideas to solve problems • To listen attentively, question and respond to others	<u>Global Skills</u> • To understand impacts of prejudice and discrimination • To express own views and ideas on issues clearly, using a range of appropriate meth • To adapt behaviour to take into account the feelings of others	<u>Global skills</u> • To empathise with people in local and more distant contexts • To contribute to the well-being of the wider community	<u>Global skills</u> • To explore reasons for negative feelings towards others and in new or difficult situation • To use strategies to manage anger, frustration and aggressive feelings • To use strategies to cope with challenging times	<u>Global skills</u> • To identify connections between personal decisions and issues affecting people locally and globally • To work cooperatively to solve problems or achieve goals • To contribute to the well-being of the wider community	<u>Global skills</u> • To identify connections between personal decisions and issues affecting people locally and globally • To empathise with people in local and more distant contexts • To recognise when there may be no single right or wrong answer • To share opinions and evidence on issues with others including decision-makers and elected representatives.
Sustainable development goals covered					

 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	 <p>10 REDUCED INEQUALITIES</p>	 <p>15 LIFE ON LAND</p>	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>  <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	 <p>3 GOOD HEALTH AND WELL-BEING</p>	 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>
--	--	--	---	---	--