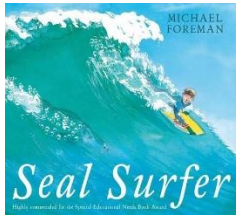
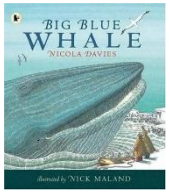
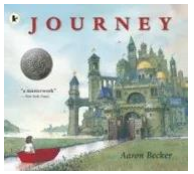
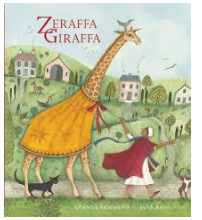
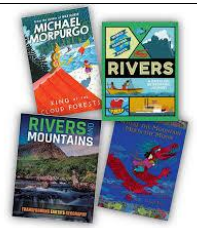
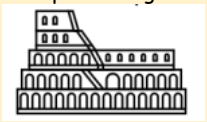
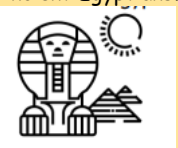
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English Focus text	 Seal Surfer Letter  Dance with me, Autumn Poetry	 Winter's Child Fiction	 Stone Age Boy Story writing from different viewpoints	 Big Blue Whale Non-chronological Report	 Journey Adventure Story	 Zerafa Girafa Persuasive Leaflet
Guided reading	 Stories in Different Forms	 Science: Rocks and magnets	 Geography: Mountains and Rivers	 Fairy Stories	 Reading Breadth	 History: Egyptians
Enquiry question	How do rocks shape our planet?	How is Llandudno different from Winsford? 	What do we mean by survival? 	Would you rather live in the Stone Age, Bronze Age or Iron Age? 	Why is Antarctica worth protecting? 	What were the greatest achievements of the Ancient Egyptians? 

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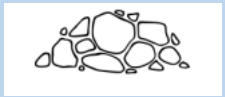
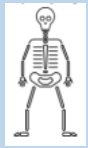
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Maths	Understand the place value of hundreds. Represent numbers to 1000. Partition numbers into hundreds, tens and ones. Find 1, 10 and 100 more and one less than a given number. Count in 50s Add and subtract 3 digit and 2 digit numbers	Multiply by 3, 4 and 8 Divide by 3, 4 and 8 3, 4 and 8 times table.	Multiply 2 digits by 1 digit. Divide 2 digits by 1 digit. Scaling Measure length – cm, m and mm Add and Subtract lengths. Measure perimeter.	Numerators and Denominators Understanding one whole Compare and order fractions Numberlines Mass and capacity	Add and subtract fractions Find fractions of amounts Understanding pounds and pence. Add and subtract money. Working out change Roman Numerals Tell the time to 5 minutes am and pm Days, months, years	Pictograms – including 3, 4 and 8 times tables Bar charts. Tables.
RE	**What is my point of view about God and what does it mean to have faith?**	**Are all churches the same across the world?**	**Why is prayer an important part of worship?**	**What do I think about Jesus and how he is portrayed in art?**	**What does this story teach us about God?**	**Which rules are important?**
Key Christian themes	Explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)	Give children an understanding of the Christian church in its widest sense. Ensure pupils know that Christianity is a multi-cultural worldwide faith. Enable pupils to see the similarities and differences between Christian denominations Develop further understanding of symbolism.	Know that prayer is a way of communicating with God. Introduce pupils to the religious artefacts and actions associated with the practice of prayer. Know that Christians believe that God listens and responds.	Introduce pupils to a large variety of Christian art work including art from other cultures. Explore the belief that art work can be an expression of worship and prayer. Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World)	Build on and increase pupil's knowledge of Old Testament stories – the People of God. Explore the Christian values in these stories. Increase knowledge of God's Big Story. Make links between their own experiences and the experiences of the characters in the story.	Consider the value and purpose of rules. Examine Christian rules for living and the source of these rules. Encourage pupils to reflect upon their own lifestyle and the influences upon it.
Comparing to Hinduism Humanism and other worldviews	Explain how a Hindu may view God. Retell some Hindu stories and explain their significance for a Hindu	. Explain how a Hindu may worship at home or in the mandir.	Know that believers across all World Faiths pray in many similar and different ways. Explain how a Hindu may worship at home or in the mandir.		Retell some Hindu stories and explain their significance for a Hindu	investigate the rules followed by Hindu Dharma the ways in which these rules influence behaviour and decisions

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						Analyse a Hindu's journey of life and significant events along the way.
Science	**Rocks and Soils** What is rock and how can it be grouped? 	**Animals incl Humans** How does the human body work? 	**Forces and Magnets** What is a contact force? What is a magnet and how do they work? 		**Plants** What does a plant need to stay alive? 	**Light** Can we see without light? 
Significant People	**Sanjeev Gupta** **Mary Anning**	**Charlotte Armah** **Louis Pasteur**	**Leonardo Da Vinci** **Masato Sagawa**		**George W Carver** **Ernest Shackleton**	**Isamu Akasaki** **Thomas Edison**
Substantive Knowledge	Know that rocks can be grouped based on their appearance and simple physical properties Know that rocks form in different ways (metamorphic, sedimentary and igneous) Know that some rocks are permeable, and some rocks are impermeable. Know that some rocks are more durable than other rocks. Know that the things we use rocks for, relate to their differing properties. Know how fossils are formed Know that soils are made from rocks and organic matter.	Know that humans need the following food types: fruit and vegetables, carbohydrates, protein, dairy and fat. Know that animals also need a healthy and balanced diet Know that skeletons protect organs in the body, support us and enable movement. Know that not all animals have a bony skeleton Know that muscles help the skeleton move - they work together in pairs. Muscles contract and relax. Know that physical activity leads to greater fitness and stronger muscles	Know that contact forces are pushes and pulls that require contact between two objects. Know that friction is a contact force that affects the movement of objects. Know that friction acts in the direction opposite to that of the object moving on the surface. Know that smoother surfaces produce less friction. Know that the force of magnetism can act at a distance. Know that magnets have a magnetic field within which they attract magnetic objects. Know that magnets have two poles. The poles may attract or repel depending on which poles are facing each other Know that metals containing iron, steel and nickel will be attracted to magnets Know that magnets come in different forms. Know that different magnets have different strengths of magnetic field.		Know that seeds can be dispersed in a variety of ways. Know that seeds are dispersed so that plants do not compete and become overcrowded Know the main functions of different parts of a flowering plant, including roots, stems, leaves, flowers. Know that roots keep plants steady in the soil and root hairs absorb water and nutrients. Know that plants need water to make their own food. Know the function of a plant stem, leaves and roots in absorbing and transporting water. Know that plants are alive, and they need air, light, water, nutrients from the soil and room to grow to stay alive and grow. Know that the cycle from seed to plant to flower to seed is called a lifecycle. - Know that pollination is when pollen is moved from plant to plant	Know that we need light to see. If there is no light, we cannot see. Some objects are visible because they are light sources, and some are visible because they reflect light. Light travels in straight lines, hits objects and bounces off into our eyes and that is how we see things. Know that we can see in a mirror because light is reflecting off the surface and into our eyes. Changing the angle of the mirror changes the direction in which light is reflected. Know that shadows are formed when objects block light. Opaque objects create darker shadows and transparent objects create lighter shadows. The closer

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					the light source is to the object, the bigger the shadow will be or the higher the light source is, the smaller the shadow will be Know we can protect our eyes with hats and sunglasses and by not looking directly at the sun or bright lights.
Disciplinary Knowledge	Make careful observations of rocks using a hand lens or magnifying glass. Classify rocks according to whether they have grains, crystals or layers Record findings using simple scientific language, drawings and labelled diagrams With support, carry out a comparative test to find out which rocks are permeable Use a stopwatch or second hand on a clock to time the length the rocks are in the water. Make careful observations.. Record findings using scientific language Create a model of a fossil to help understand the process of fossilisation	Organise food into food groups to demonstrate a balanced and healthy diet Sort animals into groups of those with and those without skeletons Create a model of muscles Set up a simple, comparative practical enquiry which is a fair test. Make predictions. Collect and analyse data.	Use observation to identify forces being used and to identify the effect these forces have on objects. Understand why tests should be fair and control all but one variable (the surface the car travels on). - Independently set up an investigation that follows the agreed method. Use measuring tape to measure the distance the cars travel. Record results in a table and use this data to draw conclusions about which surface slowed down the moving object the most Make systematic observations, testing the strength of magnetism from different distances. Predict whether two magnets will attract or repel each other, depending on which poles are facing Sort into groups objects that are attracted to magnets and those that are not. Carry out a simple investigation and record results in tables and bar charts Measure the strength of a magnet by working out how many sheets of paper need to be in the way before a paperclip is no longer attracted. Discuss the factors that might influence magnet strength, such as the size, shape, and material of the magnet.	Make systematic and careful observations of seeds to look for properties that will help us to understand how they are dispersed. Sort seeds into groups according to dispersal method. Set up simple practical enquiries, comparative and fair tests to find out how quickly the roots of a seed grow. Use a ruler to take measurements Set up simple practical inquiries to show water transport through a stem, marking the changes on a jar Set up a comparative test to see how plants in different situations grow. - Make systematic and careful observations of the plants each week for changes in condition. - Measure different changes e.g. height and number of leaves over time Gather, record and presenting data in a graph that shows the frequency of different colours in the plants. Use results to draw simple conclusions and make predictions e.g. which colours are most common and why might that be?	Set up a simple comparative test to see which materials can be seen in low light. Make systematic and careful observations to identify which objects can be seen in different lighting conditions. Record findings in a table. Report on findings and draw a conclusion about which materials are more visible in low light Make careful observations when using mirrors, to learn how light behaves when it is reflected . Take systematic and accurate measurements of length in cm, to measure how shadows change in size. Use observation, tables of data and comparison to answer questions. Use a simple diagram to show how shadows are formed.

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	Make careful observations using hand lenses or magnifying glasses. Set up a simple, comparative test. Use a simple yes/no classification key to identify the soil samples.				Use results to draw simple conclusions about why distance and height changes the size of shadows.
History			**Changes in Britain from the Stone Age to the Bronze Age to the iron age** To develop a knowledge of how Britain changed between the, Bronze Stone and Iron Ages and explore benefits of a settler's lifestyle as opposed to nomad's lifestyle. **The achievements of the earliest civilisations – Sumer, Indus, Egypt, Shang Dynasty** Compare some of the times studied with those of other areas of interest around the world.		**In-depth study of Ancient Egypt** Describe the achievements of The Ancient Egyptians and understand how their historical inheritance is still imperative today; study the life short of Tutankhamun and explain how he became the famous 'Boy King'.
History Skills	Develop chronologically secure knowledge of time periods, individuals and events building on chronology knowledge from KS1 Begin to understand the different between British, local and world history. Establish a clear narrative within a period of study. Begin to ask questions about change, cause, similarity and difference. Understand how knowledge of the past is not just constructed from one source of evidence, and the problems assuming this could lead to.				
Geography	**Why do people live near a volcano?** Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed.	**Are all settlements the same?** Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend.		**Who lives in Antarctica?** Describe lines of latitude and longitude, giving an example. Understand that the Northern and Southern Hemispheres have seasons at different times. Define climate zones, giving an example.	

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	Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map.	Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of Llandudno. Identify some human and physical features in Llandudno. State some similarities and differences between land use and features in Llandudno and the local area.		Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. Describe the equipment and clothing researchers use in Antarctica. State the outcome of Shackleton's expedition. Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. Describe a similarity and a difference between life in the UK and life in Antarctica. Draw a map of the route taken on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped. Antarctica?	

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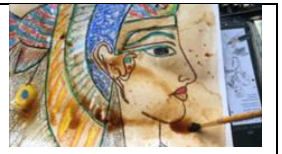
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	Identify rock types and their origins based on collected data.					
Art	**Collage** Landscapes David Hockney Study and discuss the work of **David Hockney**. Use sketchbooks to develop and plan ideas. Explore and select materials for collage. Create texture and depth through **cutting, tearing, layering and overlapping**. Use colour and composition to create a landscape collage. Evaluate and explain artistic choices using appropriate vocabulary.	**Textiles** Seaside Hannah Roe & Alice Kettle Study and discuss the work of Hannah Rae and Alice Kettle. Use sketchbooks to record observations and develop ideas. Explore fabrics, thread and simple stitching techniques. Create texture through layering, stitching and mixed textiles. Plan and create a textile artwork inspired by the seaside. Evaluate and explain artistic choices using art vocabulary.	**Drawing/Collage** Stone Age Teyjah McAren Study and discuss the work of Teyjah McAren and Stone Age cave artists. Use sketchbooks to develop ideas and observations. Draw people and animals from observation. Create texture through mark making and drawing techniques. Develop tone and shading skills. Create a narrative drawing inspired by history. Evaluate and explain artistic choices using art vocabulary.	**Printing** Fossils Andy Warhol Study and discuss the work of Andy Warhol. Use sketchbooks to develop ideas from observational drawings. Design and create a printing block. Explore repetition and pattern through printmaking. Experiment with colour combinations inspired by Pop Art. Evaluate and explain artistic choices using art vocabulary. Create prints inspired by Stone Age fossils.	**Painting** Plants Georgia O'Keefe Study and discuss the work of Georgia O'Keeffe. Use sketchbooks to record observations and develop ideas. Draw plants from observation. Mix colours, tints and shades. Paint with increasing control and accuracy. Explore scale by enlarging natural forms. Evaluate and explain artistic choices using art vocabulary.	**Mixed media** Ancient Egypt A range of Egyptian crafts people and artists. Study and discuss Ancient Egyptian art and artefacts. Use sketchbooks to record observations and develop ideas. Draw Egyptian symbols and repeating patterns. Explore and combine a range of media and materials. Create texture through layering and mixed-media techniques. Plan and create a mixed-media artwork inspired by a historical culture. Evaluate and explain artistic choices using art vocabulary.

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DT		**Mechanisms** **Pneumatic Toys**		**Food** **Iron Age Bread**		**Textiles** **Sock Shadow puppets**
		Generate realistic and appropriate ideas Use annotated sketches and prototypes Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons Select from and use finishing techniques. Evaluate products and ideas		Children generate and clarify ideas through discussion of appearance, taste, texture and aroma Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Use a range of techniques including mixing, spreading, kneading and baking. Carry out sensory evaluations of a variety of breads. Record the evaluations using e.g. tables and simple graphs		Generate realistic ideas and design criteria for a puppet Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
PE	**Circuit Training**	**Gymnastics** **Shape**	**Dance: Stone Age**	**OAA: Problem solving**	**Invasion: Rugby**	**Net/Wall: Tennis**

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	Follow instructions to travel using a sidestep action Travel in different ways Change direction, speed and level while travelling Independently hold balances with control Independently coordinate different body parts Follow instructions to complete exercises Actively try to improve performance over time.	Show good control and coordination when making simple static shapes/positions; Make basic shapes/positions clearly in the air when taking off from the floor and some more complex shapes when taking off from low-level apparatus; Create longer and more complex sequences with a partner Copy a variety of actions with accuracy and clarity; Know what symmetry means; identify and make symmetrical shapes;	Select from different movements and add their own ideas to create a short dance Use different levels in a dance and begin to use these to represent ideas; Use prompts to improvise movements inspired by weather Use different speeds in a dance Join movement phrases to create a dance Evaluate dance and give ideas for ways to improve performance;	Demonstrate a range of effective teamwork skills Follow multi-step instructions, Identify the problem and come up with possible solutions and a plan of action to solve it;	Pass the ball showing a learned technique Throw for distance and accuracy. Catch the ball using a learned technique Play a range of rugby based throwing and catching games. Run with the ball dodging defenders Know the rules for rugby and be able to play a range of simple games Try to keep possession in a game. Demonstrate good spirit and sporting values when playing rugby	Understand the importance of good footwork, movement and positioning in tennis, hit a ball with accuracy using a tennis racket and use this skill to have a co-operative rally as well as to outwit an opponent; Effectively hit a ball using a forehand technique and demonstrate this in a game, including using the correct grip; Hit a ball to land close to or in a target area; Hit a ball using a backhand technique and demonstrate this in a game, including using the correct grip; Use a range of skills to play a competitive tennis based game.
	Swimming	**Swimming**	**Teamwork**	**Invasion: Basketball**	**Athletics: running, jumping, throwing**	**Striking and Fielding: Rounders**
			Use movement skills during activities, games and team competition. Communicate effectively when collaborating with others. Share ideas and make decisions collectively as a group.	Have control of the ball when moving and dribbling; Move and dribble with the ball with good speed, Pass the ball in different ways	Run using an effective sprinting technique. Run at a sustained pace over longer distances. Run over obstacles, demonstrating elements of an effective hurdling technique. Jump using an effective technique for both	Develop eye-hand coordination while focusing on fielding skills, such as throwing, catching and collecting a ball on the move.

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			Collaborate positively with others to achieve a common goal or solve problems. Understand and use different strategies for including everyone when working or playing in a group/team. Understand the importance of perseverance when experiencing challenges as a group	Have a good understanding of the roles of the defender Know how to mark an opponent Have a good understanding of the roles of the attacker Know how to get free from a defender Aim for and hit a target Apply some of the basic principles of attacking and defending to simple invasion games	height and distance. Use different throwing actions to throw a variety of throwing implements. running activities. Work with others to safely carry out and score the events of a competition	Pick up a moving ball with control and balance, Develop the correct technique for the overarm throw and demonstrate accuracy when throwing striking and fielding games. Follow the rules and expectations within the lesson, working effectively as individuals, in pairs and in groups. Make decisions about the most effective place to strike or throw an object.
MFL	**A New Start**	**Celebration**	**Animals**	**Carnival & Numbers**	**The Hungry Giant**	**Where I live**
	Say and write a greeting and a farewell in Spanish. Ask and answer the question "How are you?" Say "my name is…" and ask "What is your name?" in Spanish. Say numbers between 0 and 10. Remember and write some numbers between 0-10. Say some colours in Spanish	Say and write some colours linked to fireworks. Say and write some days of the week. Remember days of the week in Spanish. Understand some months of the year. Read and write dates in Spanish. Learn about how Christmas is celebrated in Spain.	Understand some animal nouns in Spanish. Recognise animal nouns in the plural. Tell someone what my favourite animal is Listen and join in a story about animals. Use a model to write a simple story about animals.	Learn about Spanish traditions and take part in a carnival celebration. Say and write numbers numbers up to 20. Ask and answer "How old are you?". Take part in a simple dialogue using familiar questions and answers. Understand and use Easter vocabulary	Understand and say some fruit and vegetable nouns. Recognise fruit and vegetable nouns in the plural form. Understand and enjoy a story about fruits and vegetables. Politely for fruits and vegetables. Create a story	Understand and name some picnic food and drinks. Listen and join in with a story about going on a picnic. Use the verb phrase "I live in…" Ask the question "Where do you live?" and answer with "I live in…" in Spanish. Create a simple conversation
Music	**Instruments - Keyboards**		**History of Instruments**		**Three Little Birds - Reggae**	
	The range of notes increases gradually and the right hand position varies to build familiarity with the keyboard.		Pupils explore how musical instruments have developed throughout history and how they have influenced the		Listen and Appraise Bob Marley Three Little Birds Understand the role of music for the Windrush generation	

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	Different articulations are introduced and both single and fingered chords are included.		music we hear today. Children learn about instruments from different periods and cultures, from the first known instrument through to modern day. Discovering how materials, technology and musical styles have shaped their design and sound. Pupils develop an understanding of the orchestra, instrument families and the role instruments play in communicating musical ideas. (Link to Stone Age Times)		Explain what the main features are of Reggae music Explore and play instruments in a Reggae composition Perform Three Little Birds in small groups (link to Literacy Unit)	
Computing	**Computing Systems and Networks - Connecting Computers**	**Creating Media – Stop – Frame Animation**	**Programming A– Sequencing Sounds**	**Data and Information – Branching Databases**	**Creating Media- Desktop Publishing**	**Programming B- Events and Actions in Programs**
	To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network.	To explain that animation is a sequence of drawings or photographs. To relate animated movement with a sequence of images. To plan an animation. To identify the need to work consistently and carefully. To review and improve an animation. To evaluate the impact of adding other media to an animation.	To explore a new programming environment. To identify that commands have an outcome. To explain that a program has a start. To recognise that a sequence of commands can have an order. To change the appearance of my project. To create a project from a task description.	To create questions with yes/no answers. To identify the attributes needed to collect data about an object. To create a branching database. To explain why it is helpful for a database to be well structured. To plan the structure of a branching database. To independently	To recognise how text and images convey information. To recognise that text and layout can be edited. To choose appropriate page settings. To add content to a desktop publishing publication. To consider how different layouts can suit different purposes. To consider the benefits of desktop publishing.	To explain how a sprite moves in an existing project. To create a program to move a sprite in four directions. To adapt a program to a new context. To develop my program by adding features. To identify and fix bugs in a program. To design and create a maze-based challenge.

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				create an identification tool.		
PSHE	Keeping and staying safe – leaning out of windows Being responsible - stealing Feelings and emotions - grief		Keeping / staying healthy - medicine Relationships - touch Computer safety – making friends online		A world without judgement - Tolerance Our world – Looking after our world Fire safety – Texting whilst driving	
	Leaning Out of Windows - Pupils should... • recognise a range of warning signs • spot the dangers we may find at home • know the importance of listening to our trusted adults • understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices What I've Learnt - Pupils can... • confidently demonstrate how to keep themselves and others safe in different environments • recognise and respond appropriately to situations that may place themselves or others at risk • apply strategies to stay safe at home, at school and in the community • clearly explain the difference between safe and risky choices Stealing - Pupils should... • understand the differences between borrowing and stealing • describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to stea l • explain the differences between being responsible and irresponsible What I've Learnt - Pupils can... confidently demonstrate responsible behaviours that support themselves and others in different environments • recognise and respond appropriately to situations where responsible choices are needed		Medicine - Pupils should... • understand and explain simple safety rules about medicine • explain when it is safe to take medicine and why • know who it is safe to accept medicine from and why • recognise and make important healthy choices What I've Learnt - Pupils can... • confidently explain ways to help keep their bodies healthy • recognise and make healthy choices in everyday situations • apply simple routines that support good health, such as washing hands and brushing teeth • clearly explain the difference between healthy and less healthy choices Touch - Pupils should... • recognise the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help# • name human body parts What I've Learnt - Pupils can... • confidently demonstrate behaviours that help build positive and respectful relationships with others • recognise and respond appropriately to behaviours that may hurt or upset others		Tolerance - Pupils should... • understand that people may have different beliefs, opinions and ways of living • explain why it is important to respect and tolerate differences between people • identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own • recognise how respectful behaviour helps create a fair and inclusive community What I've Learnt - Pupils can... • confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds • recognise and respond appropriately when fairness, respect and tolerance are important • apply strategies that help create inclusive environments at home, at school and in the community • clearly explain why respect, tolerance and fairness help people live and work together positively Looking After Our World - Pupils should... • explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint What I've Learnt - Pupils can.. . • confidently demonstrate ways to care for living things and the world around them in different environments • recognise and respond appropriately to situations where people, animals or the environment may need care or protection

St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	• apply strategies to show responsibility at home, at school and in the wider community • clearly explain the difference between responsible and irresponsible choices Grief - Pupils should... • identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset • understand that grief is a natural response to loss and identify situations that may cause these feelings • learn and practise strategies to cope with feelings related to loss and grief in healthy ways • explain that feelings of loss and grief can be communicated through words, actions and body language What I've Learnt - Pupils can... • confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings • recognise and respond appropriately to situations that may cause different emotions for themselves or others • apply strategies to help manage and express their feelings in positive ways at home and at school • clearly explain the difference between pleasant and unpleasant emotions and how they can be managed	• apply strategies to maintain positive relationships at home, at school and in the wider community • clearly explain the difference between kind, respectful and unkind behaviours Making Friends Online - Pupils should... • identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • name the positives and negatives of using technology • understand the difference between safe and risky choices online What I've Learnt - Pupils can... • confidently demonstrate how to use technology safely and responsibly in different environments • recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology • apply strategies to stay safe when using devices at home and at school • clearly explain the difference between safe and unsafe choices when using technology	• apply strategies to help look after their surroundings at home, at school and in their community • clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment Texting Whilst Driving - Pupils should... • understand how our actions and choices can affect others • recognise how drivers can be distracted • know how to help others stay safe • describe the differences between safe and risky choices What I've Learnt - Pupils can... • confidently demonstrate ways to help keep themselves and others safe in different situations • recognise and respond appropriately to situations where actions may place themselves or others at risk • apply strategies that help keep people safe at home, at school and in the community, including around roads and vehicles • clearly explain the difference between safe and risky choices and how these choices can affect others