



### Year 3 Curriculum Overview

|                                             | Autumn 1                                                                                                                                           | Autumn 2                                                                                      | Spring 1                                                                          | Spring 2                                                             | Summer 1                                                                                                                                                 | Summer 2                                                                                        |
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| <b>Key Learning Question/ Title</b>         | How did tools change from the Stone Age to the Iron Age?<br><br>(History)                                                                          | What do Ancient Civilisations have in common?<br><br>(History)                                | Why did Ancient Egyptians honour the pharaohs?<br><br>(History)                   | What is the legacy of the Ancient Greeks?<br><br>(History)           | Why do people care for environments?<br><br>(Geography)                                                                                                  | How do people use mountains?<br><br>(Geography)                                                 |
| <b>Overarching Theme</b>                    | <b>Legacy- How has humankind left its mark on the world?</b>                                                                                       |                                                                                               |                                                                                   |                                                                      |                                                                                                                                                          |                                                                                                 |
|                                             | What do the people of the past teach us?                                                                                                           | How do buildings of the past reflect the values and beliefs of the people?                    |                                                                                   | What were the achievements of the Ancient Greeks?                    | Why do we have special places and how do we protect them?                                                                                                | What are the effects of tourism?                                                                |
| <b>St. Dunstan's Curriculum Drivers</b>     | <b>Serving our community</b><br>Our locality- our school, our church, our town and our county.<br>What we can do to support and help our locality. | <b>Equality and diversity</b><br>Diversity of the school community<br>Challenging stereotypes | <b>Learning positively</b><br>Being ready to learn.<br>What makes a good learner? | <b>Charity and fundraising</b><br>Charity and Equality Enterprise    | <b>Charity and fundraising</b><br>Charity and Equality Enterprise<br><br><b>Environmental responsibility</b><br>The effects of tourism and deforestation | <b>Healthy Lifestyles</b><br>Positive mental and physical well-being<br>Challenging stereotypes |
| <b>Outcome of learning</b>                  | Dragon's Den- Design the best innovation of the prehistoric People.                                                                                | The achievements of the Ancient Civilisations.                                                | Information text explaining the link between pyramids and the afterlife.          | Presentation of learning- what have we kept from the Ancient Greeks? | Presentation to explain why Surrey Hills is an AONB and what we can do to protect it.                                                                    | Double page comparison of Snowdon and Mont Blanc.                                               |
| <b>Engagement with parents or community</b> |                                                                                                                                                    | Woking Lions Carol Concert Y2-Y4                                                              | Partners in Learning 'Art Focus'                                                  | Talent Show Mission Together                                         | Speech to the Eco Council about environmental issues.                                                                                                    | Music Concert Open Evening                                                                      |

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| <b>Enrichment</b>                        | Butser Farm Visit                                                                                                                                                                                                                                                                                                          | Feet First Training                                                                                                                                                                                                    | Tutankhamun Day                                                                                                                                                    | Virtual Tour of British Museum                                                                                                                                                                                                                                | Field Trip to Horsell Common                                                                                                                                                                       | Mosque Visit                                                                                          |
| <b>Themed Days/<br/>Weeks</b>            | Fairtrade Fortnight                                                                                                                                                                                                                                                                                                        | Remembrance Day<br>Anti-Bullying Week                                                                                                                                                                                  | Creative Arts Term<br>Safer Internet Day                                                                                                                           | World Book Day<br>Maths and Enterprise<br>Week                                                                                                                                                                                                                | St. Dunstan's Day                                                                                                                                                                                  | Sports Morning                                                                                        |
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| <b>English- Grammar</b>                  | <p>Use 'a/an' correctly.</p> <p>Know how words are related by meaning (synonyms)</p> <p>Investigate word families based on common words (SPELLING)</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Introduce the full range of co-ordinating conjunctions (and, so, but, or)</p> | <p>Identify collective nouns.</p> <p>Introduce inverted commas and punctuation within speech.</p> <p>Introduce the full range of co-ordinating conjunctions. (yet, for, neither, nor)</p> <p>Introduce paragraphs.</p> | <p>Form nouns using a range of prefixes.</p> <p>Conjugate verbs 'to be, to go, to have'.</p> <p>Use paragraphs, headings and sub-headings to organise writing.</p> | <p>Begin to vary length of sentences.</p> <p>Begin to vary the position of sub-ordinating clauses and position of adverbs (fronted). Use commas.</p> <p>Introduce main and subordinate clauses.</p> <p>Use headings and sub-headings to aid presentation.</p> | <p>Use the present perfect form of verbs instead of simple past.</p> <p>Identify and use co-ordinating and sub-ordinating conjunctions.</p> <p>Continue to use paragraphs to organise writing.</p> | <p>Continue to vary the position of sub-ordinating clauses, and adverbs (fronted) and use commas.</p> |
| <b>English- Reading<br/>(Core Texts)</b> | <p>The First Drawing -</p> <p>The Stone Age Boy -</p>                                                                                                                                                                                                                                                                      | <p>The Puffin Keeper – Michael Morpurgo</p>                                                                                                                                                                            | <p>Hotel Flamingo- Alex Milway</p> <p>Non-fiction books about Ancient Egypt</p>                                                                                    | <p>Non-chronological report on the order of Mass.</p> <p>Traditional Ancient Greece Myths, including Dionysus, Arachne, Narcissus and Perseus.</p>                                                                                                            | <p>Garbage Guts</p> <p>Setsuko</p> <p>The Vanishing Rainforest</p>                                                                                                                                 | <p>All Aboard the London Bus (poetry)</p> <p>The sound collector, poetry</p>                          |

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| <b>English - Writing</b> | Write a setting description.                                                                                                                                                                                                                                      | Write a character description.                                                                                                                                                                                              | Write a fictional story with a focus on the balance between narrative and speech.                                                                                                                                                                                                                                                                           | Write descriptively to create an alternative ending to a traditional Greek Myth.<br><br>Write a non-fiction information text about The Mass.                                                                                                                                                                                            | Write descriptively about the impact of an environmental issue.<br><br>To write a persuasive letter.                                                                                                                                                                                                                                                 | Create poems with a range of structures e.g. rhyming patterns, syllables per line                                                                                                                                                                 |
| <b>Maths</b>             | <b>Number:</b><br>Place value- represent numbers to 100 & 1000. Order and compare numbers to 1000.<br><br>Addition/subtraction- Apply number bonds within 10, +/- 1, 10, 100 and across a 10, 100 and 1000. +/- 2 numbers (no exchange), + 2 and 3 digit numbers. | <b>Number:</b><br>Multiplication- equal groups, use arrays, multiples of 2,5,10. Division- sharing and grouping<br><br>Multiplication & division- x3, ÷ 3, 3 times tables; x 4, ÷4, 4 times tables; x 8 ÷ 8, 8 times tables | <b>Number:</b><br>Multiplication- multiples of 10, x a 2 digit number by 1 with no exchange and with exchange. Link multiplication and division.<br><br>Division- ÷ a 2 digit number with no exchange, with remainders.<br><br>Fractions- Unit fractions- numerators and denominators. Compare and order unit and non-unit fractions. Equivalent fractions. | <b>Measurement:</b><br>Length & perimeter- measure in m, cm and mm. Equivalent lengths (m and cm, cm and mm) Compare, add and subtract length. Measure and calculate perimeter.<br><br>Mass and capacity- Measure using kg and g (mass) L and ml (capacity). Equivalent mass and capacity. Compare, add and subtract mass and capacity. | <b>Number:</b><br>Fractions- add and subtract, find fractions of objects.<br><br><b>Measurement-</b><br>Money-Pounds and pence, convert £/p, Add and subtract and find change.<br><br>Time-Read Roman Numerals to 12, tell time to 5 mins and 1 min. Read digital clock and know am/pm. Units of time e.g. hrs, mins, days, weeks. Duration of time. | <b>Geometry:</b><br>Shape- Know turns and angles, right angles. Compare and measure and draw angles. Recognise, describe 2D and 2D shapes.<br><br><b>Statistics:</b><br>Interpret and draw pictograms and bar charts. Collect and represent data. |
| <b>RE</b>                | <b>Creation and Covenant</b><br>Explore how symbolism in Genesis helps explain the relationship between God, human beings, and the world. Consider how the seventh day was made holy and what                                                                     | <b>Prophecy and Promise</b><br>Children will begin by learning why Christians go to Mass on Sunday and how Catholics celebrate the Mass. They will understand that Catholics attend Mass to hear Scripture                  | <b>Galilee to Jerusalem</b><br>What happens after Jesus is born? In this branch, children will recognise that all people are seeking Jesus, who comes for everyone, drawing inspiration from the Magi who travelled to find and worship him.                                                                                                                | <b>Dessert to Garden In this branch</b><br>Children will discover the Last Supper and how Jesus showed his love by giving the gift of himself, transformed into bread and wine. They will deepen their                                                                                                                                  | <b>To the ends of the Earth</b><br>To the Ends of the Earth is about the events of Jesus' life after the Resurrection. Through the story of the road to Emmaus, children will explore how the disciples                                                                                                                                              | <b>Dialogue</b><br>In this section, children will explore the story of Exodus and make links to St Luke's Gospel, drawing simple connections between the Eucharist and the Jewish celebration of Passover.                                        |

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|                       | <p>this reveals about God's intentions for creation. Know that creation is the common work of the Holy Trinity: God the Father, who created everything out of love; God the Son, who came to teach us about God and how to live good lives; and God the Holy Spirit, who is always with us as our guide. They will understand their role as stewards, called to care for all of creation—including people, recognising the Catholic Social Teaching of human dignity.</p> | <p>and to meet Jesus in a special way through receiving the Eucharist. As they enter the season of Advent, children will explore how Jesus' birth was foretold by the prophets and how Joseph listened to the angel, opening his heart to the Holy Spirit. They will also reflect on Advent hymns as a joyful celebration of Jesus as the promised Messiah.</p> | <p>They will understand that the Kingdom of God begins when we open our hearts to God's love and accept it fully. Children will then follow Jesus through his parables and miracles, which not only show his deep love for us but also teach us how to live good lives and make choices that bring us closer to God.</p>                    | <p>understanding that a sacrament is a meeting point with God, where people are blessed and drawn closer to the Church community. Children will learn that receiving the Eucharist is a way of giving themselves to Jesus. As they prepare for their own First Holy Communion, they will learn the prayers and responses said during Mass and explore how Catholics around the world celebrate this special occasion.</p> | <p>recognised Jesus in the breaking of bread, just as we recognise him in the Body and Blood of Christ at Mass. They will discover what Mass was like in the early Church. Children will deepen their understanding of the mystery of the Holy Trinity—an eternal exchange of love between the Father, the Son, and the Holy Spirit. They will also learn how the Holy Spirit guided the first disciples through Mary, and how Mary continues to guide our prayers to her Son today.</p>                  | <p><b>Encounter</b> Children will deepen their understanding of the Jewish faith by recalling key facts about the festival of Passover and how it is celebrated, by Jewish people in Britain. They will also be introduced to aspects of Islam, making simple links between Islamic beliefs, laws, worship, and life, while beginning to explore the significance of art and religious music in the Islamic tradition.</p> |
| <p><b>Science</b></p> | <p><b>Rocks, Fossils and Soils</b><br/>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>                                                                                                                                         | <p><b>Healthy eating and skeletons</b><br/>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>                             | <p><b>Forces</b><br/>Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and materials. Compare and group a variety of everyday materials on the basis of whether they are attracted to a</p> | <p><b>Light</b><br/>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>                                                  | <p><b>Plants</b><br/>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                                                                                                          |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | magnet, and identify some magnetic materials.<br>Describe magnets as having 2 poles                                                                                                                                           | Find patterns in the way that the size of shadows change.                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                              |                                                                                                                                                                       |
| <b>Digital Literacy &amp; Information Technology</b><br><br>Use technology safely and respectfully and use Google apps to present information, enter and manipulate data | Basic technology skills<br>Google Chrome<br>Books- how to turn on, log in, locate, save and retrieve work.<br><br>Google Classroom-orientation and procedures for learning at home.                                                             | An introduction to using Google Slides to present information.<br><br>Work collaboratively or independently to use Google Slides to present information.<br>Design and create slides to present relevant information.<br>Skills gained will include inserting pictures and resizing, add and edit text, including adjusting the size, font and colour of the text. Start to select most relevant information to include.                                                                         |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |                                                                                                                                                                       |
|                                                                                                                                                                          |                                                                                                                                                                                                                                                 | Online Research using Swiggle:<br><br>Use a search engine to find information. Be aware that not everything that comes up on a search is going to be relevant to your search. Start to identify how to select the relevant information. Key learning to not click on something that you are unsure of and to ask an adult.<br>Begin to conduct simple searches, being aware of how to type a search into a search engine. Start to identify key words to help you have more successful searches. |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |                                                                                                                                                                       |
| <b>Computer Science</b><br><br>Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.       |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                               | Introduction to Programming using Scratch- identifying what to debug.<br><br>Create a sprite and animate name using speech bubbles. Use sequencing to create a set of instructions to perform a task. Start to use code to animate character by animating their name and telling a joke. Understand what repeat commands are and how they can be used and begin to use repeat commands. |                                                                                                                                                                                                                              |                                                                                                                                                                       |
| <b>Online Safety</b><br><br>To empower pupils to think critically, behave safely, and participate responsibly in our digital world.                                      | <b>Privacy and Security and Copyright</b><br>Explain the problems with sharing passwords<br>Describe effective ways to managing Passwords<br><br><b>Online Community</b><br>Positives of uniting online<br>Protocols for using Google Classroom | <b>Respect online</b><br>Describe appropriate ways to behave towards other people online<br>Explain how a person's behaviour online may be perceived differently by different people<br><br>Link to Anti-bullying Week.                                                                                                                                                                                                                                                                          | <b>Self-Image and Online reputation</b><br>Explain positive ways to interact with others online<br>Learn the importance of asking until I get the help I need<br>Give examples on how to develop a positive online reputation | <b>Health and Wellbeing</b><br>Explain how using technology can be a positive and negative distraction                                                                                                                                                                                                                                                                                  | <b>Managing Online information</b><br>Explain the difference between a 'belief,' 'opinion', and a 'fact' and describe examples of how they are shared online<br>Explain why copying someone's else's work can cause problems | <b>Online relationships</b><br>Explain what is meant by trusting someone online<br>Describe strategies for safe and fun experiences in a range of online environments |

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|                  | and apps as a class community                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                            |
| <b>History</b>   | <p><b>How did tools change from the Stone Age to the Iron Age?</b></p> <p>Identify where and when the Stone Age, Iron Age and Bronze Age took place. Create a definition of tools. Study the different tools used in the different Ages. Use this knowledge to make deductions about life in each of these times, as people progressed from nomadic hunter gatherers to settlers.</p> | <p><b>What do Ancient Civilisations have in common?</b></p> <p>Know what Ancient Civilisations were and what they had in common, including their achievements. Locate where they were in the world and how that enabled their success. Understand the chronology of how they fit in with other known time-periods.</p> | <p><b>Why did Ancient Egyptians build pyramids?</b></p> <p>A depth study of the Ancient Egyptians focusing on how their beliefs about the afterlife led to the creation of large pyramids.</p> | <p><b>Ancient Greeks-</b></p> <p>Understand the chronology of Ancient Greece in relation to other known time periods including the Stone Age and Egyptians. Study aspects of Ancient Greek life e.g. beliefs, the people, culture and Olympic Games.</p> <p>Consider the legacy of Ancient Greece i.e. language, entertainment, the Olympic Games.</p> |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                            |
| <b>Geography</b> |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                        | <p><b>Why do people care for environments?</b></p> <p>Know what an environment is and explore local environments through field work e.g. environmental quality assessments (EQA). To find out how environments change over time and how they are used by people.</p> <p>Surrey Hills: a region of the UK with similar physical features.</p> | <p><b>How do people use mountains?</b></p> <p>Where can we find mountain ranges and peaks in the United Kingdom? Explore the features and uses of Mount Snowdon.</p> <p>Where can we find mountain ranges in Europe? Explore the features and uses of Mont Blanc.</p> <p>Investigate the human uses of</p> |

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| <b>Art</b>     | <b>How do artists create atmosphere?</b><br><br>Compare and contrast a range of pieces of art. Learn terms tone and contrast. Consider the colours at different times of the day. Use colour mixing to create palettes to show different times of day.<br>Create atmospheric background with own colour palette. |                                                                                                                                                                                                                         | <b>Creative Arts Term</b><br><br>Create prints using ink and poly tiles.                                                                                                       | <b>What makes Picasso such a famous artist?</b><br><br>Evaluation of Picasso's art and style. Compare his art to other art of his era. Sketch own cubist style designs using shapes and distortion. | <b>How do we build up a picture?</b><br><br>Explore the artist Rousseau and other a landscape artists.                                                                                |                                                                                                                                                                                                 |
| <b>D&amp;T</b> |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                         | <b>Cooking and Nutrition</b><br><br>Prepare and cook a savoury dish<br><br>Develop cooking techniques: chopping skills, weighing and cooking to create a healthy savoury dish. |                                                                                                                                                                                                     |                                                                                                                                                                                       | <b>Mechanisms Poster with Levers and Linkages</b><br>Research different mechanisms that use levers and how they work.<br>Use knowledge of levers to design make and evaluate a moving mountain. |
| <b>PE</b>      | <b>Ball skills and team games–</b> handling, catching, throwing. A recap of skills learnt in key stage one and an introduction to how we adopt these in fun / non-competitive game situations.<br><br><b>Netball skills–</b> Understanding of                                                                    | <b>Netball skills–</b> Introduce non-traditional versions of the games.<br><b>Rugby skills –</b> Introduce non-traditional versions of the games.<br><br><b>Gymnastics –</b> To explore gymnastic shapes and individual | <b>Tri-Golf –</b> Hold and swing a club correctly. Develop the accuracy of hitting a ball.<br><br><b>Badminton</b> Learn basic grip and shot choices. Improve footwork and     | <b>Dance –</b> Work in unison with a partner. Create actions in response to a stimulus. Understand the use of a canon. Know how dynamics affect the actions performed.                              | <b>Athletics</b> Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.<br><br><b>Rounders</b> | <b>Athletics</b> Running at various speeds over different distances, throwing soft javelins and tennis balls for accuracy and jumping for distance and height.<br><br><b>Swimming</b>           |

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|               | <p>passing; chest, bounce, shoulder. Focus on pivoting to pass the ball in pairs and small groups.</p> <p><b>Rugby skills</b> – Keep possession of the ball with some success. Understand the roles of attackers and defenders.</p> <p><b>Gymnastics</b> - To explore gymnastic shapes and individual skills. Work with a partner to create a short sequence.</p> | <p>skills. Work with a partner to create a short sequence.</p> <p><b>Cross Country and OAA</b> - Follow simple instructions and maps in a familiar context. Work with a partner or small group. Follow a route safely</p> | <p>develop net play and lunges.</p> <p><b>Real PE games –</b><br/>Activity stations and games to:<br/>Link actions together<br/>Perform a range of skills fluently and accurately.<br/>Cooperate with others<br/>Adapt rules to make games more fun or challenging</p> | <p><b>Dodgeball</b> - To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction.</p> <p><b>Rocket Fuel Cricket –</b><br/>Develop accurate bowling and hitting off a tee technique. Think about the use of space in the game area.</p> | <p>Starting to learn about fielding and batting skills in smaller sided games looking at the principles of rounders in an untraditional way.</p> <p><b>Swimming</b><br/>Sink, push away from wall and maintain a streamlined position. Push and glide on the front with arms extended and log roll onto the back.</p> | <p>Develop confidence and proficiency swimming for longer distances. Develop stroke techniques.</p>                         |
| <b>French</b> | <p><b>Key Vocabulary:</b><br/>Formal greetings<br/>Class commands<br/>Feelings<br/>Colours</p> <p><b>Grammar:</b><br/>Masculine nouns (un)</p> <p><b>Stories:</b><br/>Toutes Les Couleurs<br/>Silence, Père Noël</p> <p><b>Songs:</b><br/>Voici ma main<br/>Bonjour ça va?</p>                                                                                    |                                                                                                                                                                                                                           | <p><b>Key Vocabulary:</b><br/>Numbers 0 -10<br/>Consonants and vowels<br/>Questions</p> <p><b>Grammar:</b><br/>Pronouns (je/tu)</p> <p><b>Stories</b><br/>Roule Galette<br/>L'automne Arrive</p> <p><b>Songs:</b><br/>J'aime la galette<br/>Monsieur Pouce</p>         |                                                                                                                                                                                                                                                                                                    | <p><b>Key Vocabulary:</b><br/>Please and thank you<br/>Pencil case Items<br/>Verbs</p> <p><b>Grammar:</b><br/>Masculine and feminine nouns (un/une)<br/>Verbs ending in 'er'</p> <p><b>Stories:</b><br/>Je veux manger</p> <p><b>Songs:</b><br/>1 à 12<br/>Que fait ma main?</p>                                      |                                                                                                                             |
| <b>RHE</b>    | <p><b>Rules that help to keep us safe</b></p> <p>School rules and class charter; Strategies to keep emotionally safe;</p>                                                                                                                                                                                                                                         | <p><b>Anti-bullying</b></p> <p>Recognise bullying and abuse in all its forms;<br/>People who are responsible for</p>                                                                                                      | <p><b>Friendships, feelings and responsibility</b></p> <p>Consider why friendships are important and how to be a good friend.</p>                                                                                                                                      | <p><b>RSE-</b></p> <p>How we live in love. How we look after ourselves and we change and grow.</p>                                                                                                                                                                                                 | <p><b>Money and Jobs</b></p> <p>Role of money and managing money; Critical consumer; Media images and reality.</p>                                                                                                                                                                                                    | <p><b>Charity</b></p> <p>Voluntary, community and pressure groups; Charity organisations; Fundraising. (Mutual Respect)</p> |

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|              | <p>People who are responsible for helping them keep healthy and safe;<br/>How to respond to unacceptable physical contact;<br/>Concept of keeping something confidential or secret;<br/>When they should or should not agree to keep a secret.<br/>(Rule of Law)<br/>(Individual Liberty)</p> | <p>helping them stay safe;<br/>How to respond to bullying. (Mutual Respect)</p> <p><i>Anti -bullying</i></p> <p><b>Road Safety</b></p> <p>Strategies to keep physically safe;</p> <p><i>Road Safety</i></p> <p><b>How can we eat well? (Science)</b></p> <p>Balanced lifestyle;<br/>Healthy choices;<br/>Balanced diet;<br/>Food choices;<br/>Influences to making choices about food.</p> | <p>Understand and label emotions.<br/>Understand how actions affect other people's feelings.<br/>Know how to resolve friendship issues and how to seek help.<br/>(Mutual Respect)</p> <p><i>Safer Internet Day</i></p> | <p>How to help and take care of others.<br/>Recognise the difference between being alone and being lonely.<br/>Recognise the need for personal privacy.<br/>How to forgive and include others like Jesus did.</p> | <p>Jobs at home and in school;<br/>Enterprise;<br/>Recognise own achievements and set goals;<br/>Challenge stereotypes- diversity<br/>(Mutual Respect)</p> <p><b>First Aid</b></p> <p>Basic emergency aid procedures at school and other contexts and how to get help.</p> <p><i>First Aid Fortnight</i></p> <p><b>Energy and climate change (Geography)</b></p> <p>Responsibilities to the environment;<br/>School, local and national issues;<br/>Sustainability. (Mutual Respect)</p> | <p><b>Learning to Learn</b></p> <p>Learning Dispositions<br/>Gifts and talents;<br/>Working co-operatively;<br/>Overcoming barriers and reaching goals.<br/>(Mutual Respect)</p> |
| <b>Music</b> | <p><b>Recorders review:</b><br/>What did we learn?<br/>The language of music. The first three notes; B, A and G.<br/>To support transition to Ukuleles.</p>                                                                                                                                   | <p><b>Ukuleles</b><br/>Familiarise with holding, strumming &amp; plucking open strings rhythmically.</p>                                                                                                                                                                                                                                                                                   | <p><b>Ukuleles:</b><br/>Develop confidence with holding, strumming &amp; plucking open strings rhythmically.<br/>Learn to play C and F</p>                                                                             | <p><b>Ukuleles:</b><br/>Learn to play chord G7. Learn songs with changing between chords C and F fluently and in time.</p>                                                                                        | <p><b>Ukuleles:</b><br/>Learn new songs, changing between chords fluently and in time.<br/>Learn new chords.</p>                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Ukuleles:</b><br/>Practise and perform songs.</p>                                                                                                                          |