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| **Year 3** |
| **Geography** |
| **Come Fly With Me! Africa** |
| **Concept**  **NC -** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   1. To know the location of the continent of Africa and identify its largest countries 2. To know about some aspects of African culture |
| **Skills**  Ge22 Ask and respond to questions to develop a sense of place  Ge23 Collect and record evidence and begin to offer explanations  Ge24 Investigate key aspects of human and physical geography  Ge25 Explore places with different climate zones  Ge26 Describe significant places located in the wider world  Ge27 Identify similarities and differences between places and environments, understanding how they are linked  Ge29 Use appropriate geographical vocabulary to communicate their findings  Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans  Ge32 Use ICT to help in geographical investigations |
| **Under The Canopy** |
| **Concepts**  **NC -** Locate the world’s countries, concentrating on environmental regions, key physical and human characteristics, countries, and major cities  **NC -** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night)   1. To learn about the tropical rainforest biome as an ecosystem |
| **Skills**  Ge22 Ask and respond to questions to develop a sense of place  Ge23 Collect and record evidence and begin to offer explanations  Ge25 Explore places with different climate zones  Ge26 Describe significant places located in the wider world  Ge28 Identify how the ways in which people live sometimes have consequences for the environment  Ge29 Use appropriate geographical vocabulary to communicate their findings  Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans |
| **Three Giant Steps** |
| **Concepts**   1. To understand geographical similarities and differences, through the study of human and physical geography, of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America (NC) 2. To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (NC) 3. To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night) (NC) 4. To identify similarities and differences between Dover UK, France and Canada |
| **Skills**  Ge22 Ask and respond to questions to develop a sense of place  Ge23 Collect and record evidence and begin to offer explanations  Ge24 Investigate key aspects of human and physical geography  Ge25 Explore places with different climate zones  Ge26 Identify where significant places are located in the UK, Europe and the wider world  Ge27 Identify similarities and differences between places and environments and understand how they are linked  Ge29 Use appropriate geographical vocabulary to communicate their findings  Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans  Ge32 Use ICT to help in geographical investigation |
| **Athens Vs Sparta** |
| **Concepts**   * To know the location of Greece |
| **Skills**  Ge24 Investigate key aspects of human and physical geography  Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans  Ge32 Use ICT to help in geographical investigations |

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| **Year 3** |
| **Science** |
| **Come Fly With Me! Africa** |
| **Concepts**   1. To recognise that living things can be grouped in a variety of ways (NC) 2. To understand and use classification keys to help group, identify and name a variety of living things in their local and wider environment (NC) 3. To know 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 (NC) 4. To know the different types of teeth on humans and their simple functions (NC) 5. To know and describe the simple functions of the basic parts of the digestive system (NC) 6. To know how to construct and interpret a variety of food chains, identifying producers, predators and prey (NC) 7. To know that humans and some other animals have skeletons and muscles for support, protection and movement (NC) |
| **Skills**  Sc15 Ask relevant questions  Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests  Sc18 Make careful observations and comparisons  Sc20 Identify simple patterns, changes, similarities and differences  Sc22 Discuss and describe findings  Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables |
| **Under The Canopy** |
| **Concepts**   1. To identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers (NC) 2. To learn about and 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 (NC) 3. To investigate the way in which water is transported within plants (NC) 4. To know and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (NC) |
| **Skills**  Sc15 Ask relevant questions  Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests  Sc17 Suggest what might happen in comparative and fair tests  Sc18 Make careful observations and comparisons  Sc19 Recognise what constitutes a fair test  Sc20 Identify simple patterns, changes, similarities and differences  Sc21 Make measurements using standard units  Sc22 Discuss and describe findings  Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables  Sc24 Use results to draw simple conclusions |
| **Athens Vs Sparta** |
| **Concepts**   1. To know that some objects float in water while some other sink 2. To understand that displacement occurs when something is placed in liquid |
| **Skills**  Sc15 Ask relevant questions  Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests  Sc17 Suggest what might happen in comparative and fair tests  Sc18 Make careful observations and comparisons  Sc19 Recognise what constitutes a fair test  Sc20 Identify simple patterns, changes, similarities and differences  Sc21 Make measurements using standard units  Sc22 Discuss and describe findings  Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables  Sc24 Use results to draw simple conclusions |
| **May the Force Be With You** |
| **Concepts**   1. To know how things move on different surfaces (NC) 2. To know that and observe how some forces need contact between two objects and some forces act at a distance (NC) 3. To know that and observe how magnets attract or repel each other and attract some materials and not others (NC) 4. To describe magnets as having two poles (NC) 5. To predict whether two magnets will attract or repel each other, depending on which poles are facing (NC) 6. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (NC) |
| **Skills**  Sc15 Ask relevant questions  Sc16 With help, set up and carry out simple practical enquiries, comparative and fair tests  Sc17 Suggest what might happen in comparative and fair tests  Sc18 Make careful observations and comparisons  Sc19 Recognise what constitutes a fair test  Sc20 Identify simple patterns, changes, similarities and differences  Sc21 Make measurements using standard units  Sc22 Discuss and describe findings  Sc23 Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables  Sc24 Use results to draw simple conclusions |

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| **Year 3** |
| **History** |
| **Come Fly With Me! Africa** |
| **Concepts**  **NC** - Pupils should be taught about a non-European society that provides contrasts with British history  A. To learn about the Benin Early Period |
| **Skills**  Hi15 Develop their understanding that the past can be divided into different periods of time  Hi16 Explore the different ways we can find out about the past and how to understand the evidence  Hi17 Identify different ways in which the past is represented  Hi19 Use dates and vocabulary relating to the passing of time and sequence events  Hi21 Begin to give reasons for and results of the main events and changes  Hi22 Use sources of information including ICT to find out about events, people and changes |
| **Athens Vs Sparta** |
| **Concepts**  **NC** -Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on  the western world   1. To know the location of Greece 2. To learn about the Greek Empire 3. To understand the importance of Athens and Sparta 4. To know about some of the important battles e.g. The Persian Wars 5. To learn about Greek mythology 6. To discover the legacy of the Ancient Greeks e.g. democracy and buildings |
| **Skills**  Hi15 Develop their understanding that the past can be divided into different periods of time  Hi16 Explore the different ways we can find out about the past and how to understand the evidence  Hi17 Identify different ways in which the past is represented  Hi18 Recognise similarities and differences between people’s lives during different periods of time  Hi19 Use dates and vocabulary relating to the passing of time and sequence events  Hi20 Sequence several events or artefacts  Hi21 Begin to give reasons for and results of the main events and changes  Hi22 Use sources of information including ICT to find out about events, people and changes |
| **Under The Canopy** |
| **Concepts**  **NC** -Pupils should be taught about a non-European society that provides contrasts with British history  Question 1. To understand where names come from and what they mean  Question 2. To understand the relationship between where we originate from and what our names mean  Question 3. To learn what it would have been like for the Mayans, living in the rainforest |
| **Skills**  Hi16 Explore the different ways we can find out about the past and how to understand the evidence  Hi17 Identify different ways in which the past is represented  Hi18 Recognise similarities and differences between people’s lives during different periods of time  Hi22 Use sources of information including ICT to find out about events, people and changes |
| **“That’s All, Folks!”** |
| **Concepts**  Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations. |
| **Skills**  Hi16 Explore the different ways we can find out about the past and how to understand the evidence  Hi19 Use dates and vocabulary relating to the passing of time and sequence events  Hi22 Use sources of information including ICT to find out about events, people and changes |
| **Lindow Man** |
| **Concepts**  **NC** -Pupils should be taught about changes in Britain from the Stone Age to the Iron Age   * To know when the Stone Age, Bronze Age and Iron Age took place * To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.) * To know who the Celts were, in particular, Boudicca * To know how the people living during these three periods of time influenced the locality * To understand how evidence from the past is used to make historical claims * To understand the way in which the past impacts on the present |
| **Skills**  Hi15 Develop their understanding that the past can be divided into different periods of time  Hi16 Explore the different ways we can find out about the past and how to understand the evidence  Hi17 Identify different ways in which the past is represented  Hi18 Recognise similarities and differences between people’s lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events  Hi20 Sequence several events or artefacts  Hi21 Begin to give reasons for and results of the main events and changes  Hi22 Use sources of information including ICT to find out about events, people and changes |
| **Saxon King** |
| **Concepts**  **NC** **-** Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots  **NC -** Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of  Edward the Confessor   * To know and be able to retell the life story of Harold Godwinson * To know what Harold Godwinson was famous for * To understand what makes Harold Godwinson an inspirational historical figure |
| **Skills**  Hi15 Develop their understanding that the past can be divided into different periods of time  Hi16 Explore the different ways we can ­find out about the past and how to understand the evidence  Hi17 Identify different ways in which the past is represented  Hi18 Recognise similarities and differences between people’s lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events  Hi20 Sequence several events or artefacts  Hi21 Begin to give reasons for and results of the main events and changes  Hi22 Use sources of information including ICT to ­find out about events, people and changes |

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| **Year 3** |
| **Art** |
| **Come Fly With Me! Africa** |
| **3D Form**  **Concepts**  **NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of  materials   * To learn how to make an animal mask * To know that Julie Taymor is famous for making all the ‘Lion King’ show masks / puppets |
| **Skills**  Ar34 Research, plan, design and make models  Ar40 Plan, refine and alter their work as necessary  Ar45 Work with a degree of independence  Ar47 Make a simple papier mâché object |
| **“That’s All, Folks!”** |
| **Painting**  **Skills Development**   * To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks   **Concepts**  **NC -** To create sketch books to record their observations and use them to review and revisit ideas  **NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of  materials  **NC -** To know about great artists, architects and designers   * To identify that Jack Kirby is famous for his comic book style * To learn that Jack Kirby was the creator of Captain America and many more Marvel characters * To know that various methods can be used to create comic art |
| **Skills**  Ar30 *Drawing* Experiment with different grades of pencil and other implements  Ar36 *Drawing* Use their sketchbook to observe, collect and record visual information from different sources  Ar38 *Drawing* Use different media to achieve variations in line, texture, tone, colour, shape and pattern  Ar39 *Drawing* Draw independently for a sustained period of time  Ar40 Plan, refine and alter their work as necessary  Ar42 *Painting* Mix a variety of colours and know which primary colours make secondary colours |
| **Athens Vs Sparta** |
| **3D Form**  **Skills Development**   * To know how to make a coil pot   **Concepts**  **NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of  materials   * To identify different variations of pottery design from the past to modern times |
| **Skills**  Ar34 *Modelling and Sculpting* Research, plan, design and make models  Ar45 *Modelling and Sculpting* Work with a degree of independence  Ar46 *Modelling and Sculpting* Construct a simple clay base for extending and modelling other shapes  Ar47 *Modelling and Sculpting* Make a simple papier mâché object  Ar48 Design and create images and artefacts in response to their personal ideas |
| **Under The Canopy** |
| **Drawing/ Painting**  **Concepts**  **NC -** To create sketch books to record their observations and use them to review and revisit ideas  **NC -** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of  materials   * To know how to make close observational drawings * To know how to use oil pastels in drawing * To know that body art, in the form of tattooing, was being used in the 16th century in Mexico and Central America * To identify different methods of body and face painting |
| **Skills**  Ar30 *Drawing* Experiment with different grades of pencil and other implements  Ar36 *Drawing* Use their sketchbook to observe, collect and record visual information from different sources  Ar38 *Drawing* Use different media to achieve variations in line, texture, tone, colour, shape and pattern  Ar41 *Painting* Work confidently on a range of scales e.g. thin brush on small picture etc.  Ar48 Design and create images and artefacts in response to their personal ideas |

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| **Year 3** |
| **Design Technology** |
| **Come Fly With Me! Africa** |
| **Concepts**  **NC -** Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping,  joining and finishing) accurately  **NC -** Select from and use a wider range of materials and components, including construction materials, textiles and  ingredients, according to their functional properties and aesthetic qualities  **NC -** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  **NC -** Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed   * To learn some basic cooking skills |
| **Skills**  Dt21 Generate, develop and explain ideas for products to meet a range of needs  Dt22 Explore ways of meeting design challenges with a food focus using a range of cooking techniques  Dt23 Identify a purpose and establish criteria for a successful product  Dt24 Evaluate work, adapting and improving where appropriate |
| **Under The Canopy** |
| **Concepts**  **NC -** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit  for purpose, aimed at particular individuals or groups  **NC -** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and  exploded diagrams, prototypes, pattern pieces and computer-aided design  **NC -** Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping,  joining and finishing) accurately  **NC -** Select from and use a wider range of materials and components, including construction materials, textiles and  ingredients, according to their functional properties and aesthetic qualities  **NC -** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their  work   * Design and make a prototype of a new toy for the client (Tribal Child) made of natural materials |
| **Skills**  Dt21 Generate, develop and explain ideas for products to meet a range of needs  Dt23 Identify a purpose and establish criteria for a successful product  Dt24 Evaluate work, adapting and improving where appropriate  Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes  Dt26 Selecting appropriate tools and techniques, name and describe them  Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy |
| **That’s All Folks! - Mechanisms - Levers and Linkages 2** |
| **Concepts**  **NC -** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit  for purpose, aimed at particular individuals or groups  **NC -** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and  exploded diagrams, prototypes, pattern pieces and computer-aided design  **NC -** Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)   * Design, make and evaluate a prop or model to be used in an animation. |
| **Skills**  Dt21 Generate, develop and explain ideas for products to meet a range of needs  Dt23 Identify a purpose and establish criteria for a successful product  Dt24 Evaluate work, adapting and improving where appropriate  Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes  Dt26 Selecting appropriate tools and techniques, name and describe them  Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy |
| **Athens vs Sparta - Structures** |
| **Concepts**  **NC -** Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping,  joining and finishing) accurately  **NC -** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures   * Design, make and evaluate a siege weapon (trebuchet) |
| **Skills**  Dt21 Generate, develop and explain ideas for products to meet a range of needs  Dt23 Identify a purpose and establish criteria for a successful product  Dt24 Evaluate work, adapting and improving where appropriate  Dt25 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes  Dt26 Selecting appropriate tools and techniques, name and describe them  Dt27 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy |

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| **Year 3** |
| **Music** |
| **Come Fly With Me! Africa** |
| **Skills Development**   * To learn about repetition as a compositional tool and to understand the term ‘ostinato’ * To structure musical ideas, creating music that has a beginning, middle and end   **Concepts**  **NC -** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and  from great composers and musicians   * To know what call and response is in a piece of music * To know that call and response is a feature of African music * To know that the drum is integral to African music * To know how to play hand drums and other percussion to create different sounds * To know how important tempo, dynamics and pitch are in call and response singing |
| **Skills**  Mu21 Explore the way sounds can be combined and used expressively  Mu22 Improvise repeated patterns  Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music  Mu25 Begin to recognise, recall and perform simple rhythmic patterns  Mu27 Listen carefully and recognise patterns and increase aural memory |
| **Under The Canopy** |
| **Skills Development**   * To improvise using tuned and untuned instruments * To learn about instrument families and how they can be recognised by their timbre * To use listening skills to correctly identify different instrument voices   **Concepts**  **NC -** Improvise and compose music for a range of purposes using the inter-related dimensions of music   * To understand and explain what texture is * To know how to identify low and high pitched sounds * To know the importance of listening to each other when performing in groups |
| **Skills**  Mu21 Explore the way sounds can be combined and used expressively  Mu23 Compose and perform simple accompaniments recognising different musical  elements and how they can be used together to compose music  Mu26 Recognise and explore different combinations of pitch sounds  Mu29 Perform with control and awareness of audience |

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| **Year 3** |
| **PSHE - Theme** |
| **Come Fly With Me! Africa** |
| **Concepts**   * Know about and understand the function of different food groups for a balanced diet * Understand that we need to protect and care for animals * Know where different foods come from * Understand why it is important to be part of a community |
| **Skills**  PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle  PW41 Begin to make informed lifestyle choices  PW52 Talk, write and explain their views on issues that affect the wider environment  PW65 Recognise how new relationships may develop  HW20 Work independently and in groups, taking on different roles and collaborating towards common goals  Ci12 Recognise the importance of local organisations in providing for the needs of the local community  Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally  Ci8 Show awareness of issues affecting communities and groups  Ci24 Work collaboratively towards common goals  Ci25 Reach agreements, make decisions and manage discussions to achieve positive results |
| **“That’s All, Folks!”** |
| **Concepts**   * Know how to set realistic targets * Understand that everyone has different strengths and weaknesses * Understand how to break down the steps needed to achieve a goal |
| **Skills**  PW24 Recognise why people work  PW27 Reflect on the range of skills needed in different jobs  PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements  PW33 Begin to make responsible choices and consider consequences  HW9 Recognise their strengths and how they can contribute to different groups  HW14 Identify and talk about their own and others’ strengths and weaknesses and how to improve  HW17 Self-assess, understanding how this will help their future actions |
| **Athens Vs Sparta** |
| **Concepts**   * Understand why it is important to work collaboratively * Understand the terms ‘resilience’ and ‘persistence’ and why these character traits are important * Know how to recognise the difference between isolated hostile incidents and bullying * Understand why it is important to listen to others * Know how to recognise bullying behaviour |
| **Skills**  PW29 Face new challenges positively and know when to seek help  PW31 Reflect on own mistakes and make amends  PW32 Talk about their views on issues that affect themselves and their class  PW42 Identify strategies to respond to negative behaviour constructively and ask for help  PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness  HW2 Recognise right and wrong, what is fair and unfair and explain why  HW3 Recognise how attitude and behaviour, including bullying, may affect others  HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying  HW18 Work and play independently and in groups, showing sensitivity to others  HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals  HW28 Respond to challenges, including recognising, taking and managing risk  Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally  Ci15 Work co-operatively, showing fairness and consideration to others |
| **Under The Canopy** |
| **Concepts**   * To know and understand how the make-up of family units can differ * Understand how we are all connected by our similarities * Understand that family units can be different and can sometimes change |
| **Skills** PW33 Begin to make responsible choices and consider consequences  PW34 Develop strategies for managing and controlling strong feelings and emotions  PW42 Identify strategies to respond to negative behaviour constructively and ask for help  PW44 Empathise with another viewpoint  PW45 Form and maintain appropriate relationships with a range of different people  HW1 Know how to keep safe and how and where to get help  HW4 Recognise and respect similarities and differences between people  HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help  HW11 Recognise how their behaviour and that of others may influence people both positively and negatively  HW13 Listen to and show consideration for other people’s views  HW15 Listen to, reflect on and respect other people’s views and feelings  HW18 Work and play independently and in groups, showing sensitivity to others  HW25 Manage risk in everyday activities  Ci15 Work co-operatively, showing fairness and consideration to others |

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| **Year 3** |
| **PSHE - Discrete** |
| **Autumn 1** |
| **Concepts**   * Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them * Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe * Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private * Understand why rules are needed in different situations * Recognise that rules may need to be changed * Understand why it is important to plan ahead and think of potential consequences as a result of their actions * Understand why it is important to behave responsibility * Recognise that actions have consequences |
| **Skills**  PW31 Reflect on own mistakes and make amends  PW33 Begin to make responsible choices and consider consequences  PW39 Behave safely and responsibly in different situations  PW40 Follow school rules about health and safety and know where to get help  HW1 Know how to keep safe and how and where to get help  HW2 Recognise right and wrong, what is fair and unfair and explain why  HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help  HW17 Self-assess, understanding how this will help their future actions  HW19 Use strategies to stay safe when using ICT and the internet  HW20 Work independently and in groups, taking on different roles and collaborating towards common goals  HW21 Use ICT safely including keeping electronic data secure  HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals  HW27 Use ICT safely including using software features and settings  Ci8 Show awareness of issues affecting communities and groups  Ci9 Recognise the need to take responsibility for actions  Ci11 Identify and understand why laws are made and how they are applied justly  Ci14 Reflect on the impact of people’s actions on others and the environment |
| **Autumn 2** |
| **Concepts**   * Know and understand the features of a good friend * Understand why it is important to be positive in relationships with others * Know how important friendships are in making us feel happy and secure, and how people choose and make friends Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded * Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right * Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) * Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings |
| **Skills**  PW32 Talk about their views on issues that affect themselves and their class  PW34 Develop strategies for managing and controlling strong feelings and emotions  PW44 Empathise with another viewpoint  PW45 Form and maintain appropriate relationships with a range of different people  HW1 Know how to keep safe and how and where to get help  HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help  HW11 Recognise how their behaviour and that of others may influence people both positively and negatively  HW14 Listen to and show consideration for other people’s views  HW18 Work and play independently and in groups, showing sensitivity to others  HW25 Manage risk in everyday activities  Ci15 Work co-operatively, showing fairness and consideration to others |
| **Spring 1** |
| **Concepts**   * Know that mental wellbeing is a normal part of daily life, in the same way as physical health * Know and understand the difference between the terms physical, emotional and mental * Become more self-aware * Understand why setting goals is important * Know the importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn |
| **Skills**  PW34 Develop strategies for managing and controlling strong feelings and emotions  PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle  PW41 Begin to make informed lifestyle choices  HW4 Recognise and respect similarities and differences between people  HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health  HW15 Listen to, reflect on and respect other people’s views and feelings  HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions  HW17 Self-assess, understanding how this will help their future actions |
| **Spring 2** |
| **Concepts**   * Recognise that there are many ways to communicate * Understand the need to communicate clearly * Understand why it is important to listen to others * Understand why it is important to be part of a community |
| **Skills**  PW29 Face new challenges positively and know when to seek help  PW32 Talk about their views on issues that affect themselves and their class  PW44 Empathise with another viewpoint  PW65 Recognise how new relationships may develop  HW20 Work independently and in groups, taking on different roles and collaborating towards common goals  Ci5 Work co-operatively, showing fairness and consideration to others  Ci8 Show awareness of issues affecting communities and groups  Ci12 Recognise the importance of local organisations in providing for the needs of the local community  Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally |
| **Summer 1** |
| **Concepts**   * Understand that the rate at which we grow differs from person to person * Know and understand how to look after our teeth * Understand what happens when we lose teeth as we grow up and why this happens * Know how to make a clear and effi­cient call to emergency services if necessary |
| **Skills**  PW35 Show awareness of changes that take place as they grow  PW38 Extend strategies to cope with risky situations  PW39 Behave safely and responsibility in different situations  HW4 Recognise and respect similarities and differences between people  HW6 Recognise and manage risk in everyday activities  HW13 Listen to and show consideration for other people’s views  HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency  Ci12 Recognise the importance of local organisations in providing for the needs of the local community  Ci16 Make decisions, giving consideration to the impact they may have on others |
| **Summer 2** |
| **Concepts**   * Understand the meaning of the word ‘healthy’ * Know the risks associated with an inactive lifestyle (including obesity) * Know the recommended guidelines for physical activity and understand the reasons for these * Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness * Understand why it is important to listen to others * Understand why it is important to work collaboratively * Know how to identify ways to improve the environment * Know how to spot problems and find ways of dealing with them |
| **Skills**  PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising  PW31 Reflect on own mistakes and make amends  PW33 Begin to make responsible choices and consider consequences  PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle  PW41 Begin to make informed lifestyle choices  PW44 Empathise with another viewpoint  HW10 Recognise the factors influencing opinion and choice, including the media  HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health  HW16 Negotiate and present their own views  HW28 Respond to challenges, including recognising taking and managing risk  Ci5 Work co-operatively, showing fairness and consideration to others  Ci10 Identify the difference between needs and wants |