



# Whitley Abbey Primary School

Hand in hand we learn

## Year 3 Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life. Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment. We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

## Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development, oracy and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and 'The Whitley Abbey Character Values' (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into 'themes' we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of 'depth of knowledge' surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our 'Everyone D.O.E.S Promise' provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• establishing clear narratives within and across the periods they study.</li> <li>• note connections, contrasts and trends over time</li> <li>• develop the appropriate use of historical terms.</li> <li>• address and sometimes devise historically valid questions about change, cause, similarity and difference</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical material</li> <li>• understand how our knowledge of the past is constructed from a range of sources.</li> </ul>		
	Knowledge Assessment questions:	<p><b><u>Stone age - Iron age</u></b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children recognise that the period before written history/ records is the pre-historic period?</li> <li>• Can children say / explain what the term hunter-gatherer means?</li> <li>• Do children know that the past can be divided into different periods?</li> <li>• Can children say that the stone age is the name given to the earliest period of human culture when stone tools were first used?</li> <li>• Can children say / explain that the bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons?</li> <li>• Can children say/ explain that the iron age is the time period when iron became the preferred choice of metal for making tools?</li> <li>• Can children describe what life was like in these time periods? (food, shelter, tools etc)</li> <li>• Can children recognise that Britain changed from the stone age through to the iron age?</li> <li>• Can children use a range of sources of information?</li> <li>• Can children place these time periods on a time-line?</li> <li>• Can children place key events in chronological order?</li> </ul>	<p><b><u>Lady Godiva - Local History</u></b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Do children know some of the theories of how Coventry got its name?</li> <li>• Can children explain how the Anglo Saxons influenced place names? (preparation for Year 4 in-depth studies)</li> <li>• Can children tell the story of Lady Godiva/ Earl Leofric and how she helped Coventry?</li> <li>• Can children tell the story in chronological order?</li> <li>• Can children identify a variety of sources of information?</li> <li>• Can children recognise the coat of arms and motto of Coventry?</li> <li>• Do children know the phrase 'sent to Coventry', its meaning and origin?</li> <li>• Do children understand what tax is?</li> <li>• Can children name some of the Key figures during this time period?</li> <li>• Do children recognise that Coventry continues to change and where/ how they live now may be different in years to come/ how it was different in the past?</li> <li>• Can children use a range of sources of information?</li> <li>• Can children place these time periods on a time-line?</li> <li>• Can children place key events in chronological order?</li> </ul>	<p><b><u>Ancient Egypt</u></b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children say / explain who/ what a Pharaoh is and name a famous one?</li> <li>• Can children say some key aspects of life / vocabulary associated with Egyptian way of life such as hieroglyphics, mummification, believe in afterlife and embalming?</li> <li>• Can children say / explain some ways Egyptian civilisation influenced the world?</li> <li>• Can children identify this period on a timeline?</li> <li>• Can children use a range of sources to find out about the past?</li> <li>• Can children explain the social class structure during ancient Egyptian times?</li> <li>• Do children recognise that Egypt is in Africa and that the contributions of ancient Egypt to the world is essentially contributions made by Africans to the world?</li> <li>• Can children use a range of sources of information?</li> <li>• Can children place these time periods on a time-line?</li> <li>• Can children place key events in chronological order?</li> </ul>
	Vocabulary	iron age, stone age, bronze age, archaeologist, hunter-gatherer, Stonehenge, artefact, settlements, evidence, excavation, research, Skara Brae, forage, chronological order.	Lady Godiva, Peeping Tom, Earl of Mercia, Leofric, ancient, tax, tyrant, statue, nude/ naked, Godiva festival, legend, monastery, Convent, source of history.	Ancient, civilisation, Mummification, mummy, pharaoh, tomb, papyrus, underworld, Tutankhamun, hieroglyphics, Giza, pyramid, scribes, river Nile,

Deliberate Practise Vocabulary:  
**Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium, century**

	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Geography</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>• use the 8 points of a compass</li> <li>• Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>• use fieldwork to observe, measure record and present the human and physical features in the local area</li> <li>• use a range of methods to present recorded information including: sketch maps, plans and graphs, and</li> </ul>		
	<b>Knowledge Assessment questions:</b>	<p><b><u>Assessment Questions</u></b></p> <p><b><u>Climate Zones -</u></b></p> <ul style="list-style-type: none"> <li>• Can children find a country using a map?</li> <li>• Can children identify the 8 points of a compass?</li> <li>• Can children follow compass directions?</li> <li>• Can children recognise some symbols on a map?</li> <li>• Can children use a key to find unfamiliar symbols?</li> <li>• Can children locate features on a map using 4 figure grid references?</li> <li>• Can children say what lines of latitude and longitude are?</li> <li>• Can children define weather and climate?</li> <li>• Can children locate the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian on a world map/atlas?</li> <li>• Can children define Tropics?</li> <li>• Can children name the 5 main climate zones and locate them on a map?</li> <li>• Can children explain weather patterns in each of the 5 main climate zones?</li> </ul>	<p><b><u>Assessment Questions</u></b></p> <p><b><u>Our Continent</u></b></p> <ul style="list-style-type: none"> <li>• Can children explain the difference between a map, atlas and globe?</li> <li>• Can children name at least eight European countries and locate them on a map?</li> <li>• Can children find Greece on a globe or in an atlas?</li> <li>• Can children identify the 8 points of a compass?</li> <li>• Can children follow compass directions?</li> <li>• Can children identify what part of Europe Greece is in?</li> <li>• Can children explain five or more differences between living in the UK and a Mediterranean country?</li> <li>• Can children identify the main physical features in Greece?</li> <li>• Can children identify the main human features in Greece?</li> <li>• Can children locate some features on a map using 4 figure grid references?</li> <li>• Can children explain what makes Greece so popular to tourists?</li> <li>• Can children interpret data to draw conclusions about a country?</li> </ul>	<p><b><u>Assessment Questions</u></b></p> <p><b><u>Tremors</u></b></p> <ul style="list-style-type: none"> <li>• Can children use an atlas/digital map to locate volcanoes and earthquake areas?</li> <li>• Can children identify the 8 points of a compass?</li> <li>• Can children follow compass directions?</li> <li>• Can children explain how the Earth is structured?</li> <li>• Can children explain what tectonic plates are?</li> <li>• Can children explain what causes an earthquake?</li> <li>• Can children identify the features of a volcano?</li> <li>• Can children name some famous volcanoes and earthquakes and locate them on a map using 4 figure grid references?</li> <li>• Can children explain the effects of a volcanic eruption?</li> <li>• Can children explain the effects of an earthquake?</li> <li>• Can children talk about how people prepare for an earthquake?</li> <li>• Can children explain what it is like living near a volcano?</li> </ul>
	<b>Vocabulary</b>	axis, precipitation ( <i>KS1 snow, rain</i> ), temperature, weather, weather station, climate, climate zones, Lines of Latitude and longitude, Equator, Northern and Southern hemispheres, season, temperature, temperate, tropical, polar, map index, North and South poles	European Countries inc. Greece, landmass, boarder, region, climate, population, inhabitants, tourists, tourism, economy, Mediterranean, vegetation.	Earthquake, volcano, erupt, dormant, collision, magnitude, tsunami., aftershock, ash cloud, core, crater, crust, disaster, dormant, fault line, lava, magma, mantle, plate, Richter Scale, tectonic, tremor.

Deliberate Practise Vocabulary:

Map, digital/computer mapping, physical and human features, North, South, East and West **Plan, atlas, globe, place, compass, North, South, East and West, North East, South East, North West, South West, Key, symbol, Grid reference**

	Term	Autumn		Spring	Summer	
Science	Deliberate Practice (Skills)	<ul style="list-style-type: none"><li>ask relevant questions and use different types of scientific enquiries to answer them</li><li>set up simple practical enquiries and comparative and fair tests</li><li>make systematic and careful observations and, where appropriate, take accurate measurements using a range of equipment, including thermometers and data loggers</li><li>gather, record, classify and present data in a variety of ways to help in answering questions</li><li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>report on findings from enquiries, including oral and written explanations, displays or presentations</li><li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>identify differences, similarities or changes related to simple scientific ideas and processes</li><li>use straightforward scientific evidence to answer questions or to support their findings</li></ul> <p>Children know the name of a variety of scientists and can talk about their work and its influence on our understanding today.</p>				<div>Deliberate Practise Vocabulary:</div> <p><b>Observe, measure, record, chart, graph, evidence, hypothesis, prediction, enquiry, fair test, variable, experiment.</b> research - relevant question equipment - thermometer, data - gather, standard units, record, classify, present record - drawings, labelled diagrams, keys, bar charts, tables</p>
	Knowledge Assessment questions:	<p><u>Animals Including Humans - Marie Curie</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"><li>Do children know that humans get nutrition from what they eat?</li><li>Can children identify and group a variety of foods?</li><li>Can children recognise foods for growth and foods for energy?</li><li>Do children know that humans need to eat to grow and move?</li><li>Do children understand what is meant by the term 'balanced diet'?</li><li>Can children identify and describe which food groups we should eat most of and which food groups we should eat least of?</li><li>Do children know that different animals have different diets?</li><li>Can children use secondary sources to find out about the diets of different animals?</li><li>Can children recognise whether an animal is a herbivore, carnivore or omnivore?</li><li>Do children know that animals with a skeleton are called vertebrates?</li><li>Can children identify different bones in the human skeleton?</li></ul>	<p><u>Forces and magnets</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"><li>Can children explain what a force is?</li><li>Do children know that some forces need contact between two objects?</li><li>Can children identify pushes and pulls and explain the forces in action?</li><li>Do children know that forces can be measured in Newtons using a forcemeter?</li><li>Can children set up and carry out an investigation to explore how objects move on different surfaces?</li><li>Do children know that there are forces between magnets and that don't need contact between two objects?</li><li>Can children tell you that magnets have two poles?</li><li>Can children record</li></ul>	<p><u>Light</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"><li>Can children recognize that light is needed to see?</li><li>Can children name some natural sources of light?</li><li>Can children name other sources of light?</li><li>Can children understand that light is reflected from surfaces?</li><li>Can children recognize that sunlight can be dangerous?</li><li>Can children identify how shadows are formed?</li><li>Can children find patterns in the way shadows change?</li><li>Do children know that dark is the absence of light?</li><li>Can children define the difference between night and day</li><li>Do children know the difference between objects that are transparent, translucent, and opaque?</li><li>Can children explore shadows using torches and express their findings?</li><li>Know who is (Thomas Eddison)?</li></ul>	<p><u>Rocks</u> Mary Anning</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"><li>Can children recognize the three types of rock and how they are formed?</li><li>Can children describe how soil is made from rocks?</li><li>Can children describe how fossils are formed?</li><li>Can children suggest ways of grouping rocks according to their characteristics?</li><li>Can children justify their choices and explain their decisions?</li><li>Do children know what the terms 'erosion' and 'permeable' mean?</li><li>Can children plan and carry out an experiment to compare rocks based on certain characteristics?</li><li>Can children</li></ul>	<p><u>Plants</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"><li>Can children identify and describe the different parts of flowering plants, including roots, stem / trunk, leaves and flowers?</li><li>Can children recognize that plants need air, light, water, nutrients and room to grow?</li><li>Can children understand how water is transported in plants?</li><li>Can children understand the role of flowers in the life cycle of a plant, including pollination, seed formation and seed dispersal?</li><li>Can children describe how seeds may be dispersed?</li><li>Can children describe how plants may be pollinated?</li></ul>

		<ul style="list-style-type: none"> <li>Can children compare bones in animal and human skeletons?</li> <li>Do children know the difference between vertebrates and invertebrates?</li> <li>Do children know that internal skeletons support and protect the body?</li> <li>Do children know how the bodies of invertebrates support and protect them?</li> <li>Do children know that muscles help us move?</li> <li>Do children know that muscles work in pairs to move different parts of the body?</li> <li>Do children know that some animals have strong muscles for particular purposes?</li> </ul>	<ul style="list-style-type: none"> <li>observations of magnets?</li> <li>Can children make generalisations about what happens when magnets are put together?</li> <li>Can children make and test predictions about whether materials are magnetic or not?</li> <li>Can children make careful observations?</li> <li>Can children group objects on the basis of whether or not they are magnetic?</li> <li>Can children name some uses for magnets?</li> <li>Can children use a variety of sources to find out about the different uses of magnets?</li> <li>Can children present the information they have found in an appropriate way?</li> </ul>		<ul style="list-style-type: none"> <li>evaluate their results and draw conclusions?</li> <li>Can children use a variety of sources to find out information about rocks and their uses?</li> </ul>	
	<b>Vocabulary</b>	skeleton, skull, bones, muscles, movement, support, protection, nutrition, diet, balanced diet, function, bone, vertebrates, invertebrates, herbivore, carnivore, omnivore.	force, contact, surface, magnetic, attract, repel, poles, newton, forcemeter, pull, push, attract	light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque	Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent, metamorphic, sedimentary, igneous, permeable, erosion, absorbent, crumble layer, sediment igneous, magma, lava, gas bubbles (tiny holes/spaces) change, squeeze, pressure	Flower, stem, roots, branch, trunk, Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower



	Term	Autumn	Spring	Summer
Art	Deliberate Practice (Skills)	<div><ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay]</li></ul></div> <div>Deliberate Practise Vocabulary:  Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials</div>		
	Knowledge Assessment	<u>Quentin Blake's Drawings as Inspiration</u> <u>Characters Inspired by Dahl and Blake</u>	<u>Observational Drawings, sculpture and clay</u>	<u>Egyptian Art</u>  Moses Williams <a href="https://en.wikipedia.org/wiki/Moses_Williams_(artist)">https://en.wikipedia.org/wiki/Moses_Williams_(artist)</a>

	<p><b>questions:</b></p>	<p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children comment on the work of other artist giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children take inspiration from different time periods and cultures?</li> <li>• Can children produce work in the style of another artist or designer?</li> <li>• Can children sketch body shapes using a continuous line drawing and pen?</li> <li>• Can children apply watercolour wash. (Inspired by the work of Quentin Blake) ?</li> <li>• To create an image in the style of Quentin Blake based on the stone age?</li> </ul> <p><a href="https://www.accessart.org.uk/exaggerating-to-communicate/">https://www.accessart.org.uk/exaggerating-to-communicate/</a> (Stone age men)</p> <p><a href="https://www.accessart.org.uk/year-3-roald-dahl-quentin-blake-homework/">https://www.accessart.org.uk/year-3-roald-dahl-quentin-blake-homework/</a> (Stone age tools/ animals/ people)</p>	<p>Giuseppe Arcimboldo- <i>portraits using fruit</i>  <b>Flowers paintings;</b>  <b>Claude Monet-</b> Waterlillies  <b>Vincent Van Gogh-</b> <i>sunflowers</i></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children use sketchbooks to record drawings of still life fruit?</li> <li>• Can children practise sketching techniques – cross hatching, smudging etc ?  <a href="https://www.cowlingandwilcox.com/blog/2020/05/28/a-guide-to-pencil-sketching-techniques/">https://www.cowlingandwilcox.com/blog/2020/05/28/a-guide-to-pencil-sketching-techniques/</a></li> <li>• Can children use a viewfinder to sketch a small section?</li> <li>• Can children to draw and paint their viewfinder section mixing their own colours?</li> <li>• Can children create a clay tile based on the viewfinder section (Final Piece) ?</li> <li>• Can children make sketches of flowers in their sketchbooks?</li> <li>• Can children follow a process to make a sculpture flower after initial sketches (Final piece) ?</li> <li>• Can children comment on the work of other artist giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> </ul> <p><a href="https://www.accessart.org.uk/fruit-inspired-clay-tiles/">https://www.accessart.org.uk/fruit-inspired-clay-tiles/</a>  <a href="https://www.accessart.org.uk/drawing-and-making-flowers/">https://www.accessart.org.uk/drawing-and-making-flowers/</a></p>	<p>t)</p> <p><a href="https://www.youtube.com/watch?v=AGBce-M9NpY">https://www.youtube.com/watch?v=AGBce-M9NpY</a>  <a href="https://romeromac.com/wp-content/uploads/2020/02/Year-3-Egyptians-Art-Overview.pdf">https://romeromac.com/wp-content/uploads/2020/02/Year-3-Egyptians-Art-Overview.pdf</a></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children comment on the work of other artist giving an opinion?</li> <li>• Can children comment on the materials and techniques used by an artist?</li> <li>• Can children identify similarities and difference between pieces of work?</li> <li>• Can children evaluate their own work and the work of others?</li> <li>• Can children take inspiration from different time periods and cultures?</li> <li>• Can children represent areas of light and dark in their pictures?</li> <li>• Can children define 'silhouette painting'?</li> <li>• Can children describe how silhouettes are made?</li> <li>• Can children used mixed media to create a silhouette painting?</li> <li>• Can children give some facts about the life of Moses Williams?</li> <li>• Can children use a mixed media technique called paper batik?</li> <li>• Can children select colour, tone and pattern for purpose and justify their choices?</li> </ul>
	<p><b>Vocabulary</b></p>	<p><i>Cartoon, Position, Line, Change, Improve, illustrator</i> Viewpoint, Detail, Decoration, Two-dimensional,</p>	<p>Giuseppe Arcimboldo- Claude Monet- Vincent Van Gogh  Cross hatching, sketch, blend, smudge , stippling, hatching. <i>Line, Change, Improve, Viewfinder, section, enlarge</i> Sculpture;  Viewpoint, Detail, Decoration, Clay, Natural Form, relief, glazed, tile, pattern, Two-dimensional, Three-dimensional</p>	<p>Silhouette, light, dark, tone, batik, mixed media, inspiration, artist, combine, technique</p>
	<p><b>Term</b></p>	<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>



DT	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"><li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li><li>• <b>generate, develop, model and communicate their ideas through discussion, annotated sketches and exploded diagrams, prototypes, pattern pieces and computer-aided design</b> [joining and finishing], accurately</li><li>• select from and use a wider range of materials and components, including construction materials, textiles and materials, and evaluate their suitability according to their functional properties and aesthetic qualities</li><li>• <b>investigate and analyse a range of existing products</b></li><li>• <b>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</b></li><li>• understand how key events and individuals in design and technology have helped shape the world Technical knowledge</li><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li><li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li><li>• apply their understanding of computing to program, monitor and control their products.</li></ul> <div>Deliberate Practise Vocabulary: evaluation, product, design criteria, suitable, suitability, constructive criticism, test, audience, annotated diagram, prototype, functional</div>		
	<b>Knowledge Assessment questions:</b>	<b>Stone age home</b>  <u>Assessment questions</u> <ul style="list-style-type: none"><li>• Can the children discuss what design criteria is?</li><li>• Can the children explain what constructive criticism is and why it is important in the design process?</li><li>• Can the children discuss the importance of feedback as part of the design process?</li><li>• Can the children explain what materials are most suitable to meet their design criteria?</li><li>• Can children use different joining techniques?</li><li>• Can the children test product against the design criteria?</li></ul>	<b>Meander Sewing Patterns</b>  <u>Assessment questions</u> <ul style="list-style-type: none"><li>• Can the children explain what a template is and how one is used?</li><li>• Can the children show an example of applique?</li><li>• Can children name at least two types of stitches?</li><li>• Can the children show an example of a running stitch?</li><li>• Can the children use a simple running stitch to join two pieces of fabric together?</li><li>• Can the children show an example of a cross stitch?</li><li>• Can the children explain what a seam is?</li></ul>	<b>Pneumatic Toy/ opening Sarcophagus</b>  <u>Assessment questions</u> <a href="https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/mechanical-systems-pneumatic-toys/assessment-dt-y3-mechanical-systems-pneumatic-toys/">https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/mechanical-systems-pneumatic-toys/assessment-dt-y3-mechanical-systems-pneumatic-toys/</a> <ul style="list-style-type: none"><li>• Can the children explain what a mechanism is?</li><li>• Can the children explain what a pneumatic system is?</li><li>• Can the children explain what an exploded diagram is?</li><li>• Can the children say what motion is and how the motion has occurred?</li><li>• Can the children explain what a paper net is?</li><li>• Can the children explain what function means?</li></ul> Can the children say how drawings and designs help designers create a finished product?
	<b>Vocabulary</b>	<i>design criteria, feedback, evaluation, test, material, bind, tie, construct, knot, cut, saw, glue gun, wood.</i>	<i>Accurate, applique, cross-stitch, decorate, detail, fabric, patch, running stitch, seam, stencil, target audience, template</i>	<i>Exploded diagram, function, input, lever, linkage, mechanism, motion, net, pivot, output, pneumatic system,</i>
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

Computing	Deliberate Practice (Skills)	<div> <div>Deliberate Practise Vocabulary:</div> <div> E-safety rules  Secure passwords  Report abuse button  Gaming  Blogs </div> </div> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></li> </ul>		
	Continuous provision			
	Knowledge Assessment questions:	National Online Safety Unit – Self Image and identity Activity 1  <u>Assessment Questions</u>  3.2 stop frame animation <ul style="list-style-type: none"> <li>● Explain the key requirements of the task</li> <li>● Storyboard has a clear beginning, middle, and end</li> <li>● Movement is smooth</li> <li>● The animation follows the storyboard</li> <li>● Make some improvements</li> <li>● Add some additional media</li> <li>● Evaluate how successful they were in meeting the task requirements</li> </ul>	National Online Safety Unit - Self Image and identity Activity 2  <u>Assessment Questions</u>  3.4 Branching databases <ul style="list-style-type: none"> <li>● investigate questions with yes/no answers</li> <li>● make up a yes/no question about a collection of objects</li> <li>● create two groups of objects separated by one attribute</li> <li>● select an attribute to separate objects into groups</li> <li>● create a group of objects within an existing group</li> <li>● arrange objects into a tree structure</li> <li>● create a physical version of a branching database</li> <li>● suggest real-world uses for branching databases</li> </ul>	National Online Safety Unit - Self Image and identity Activity 3  <u>Assessment Questions</u>  3.6 Events and actions in programs <ul style="list-style-type: none"> <li>● explain the relationship between an event and an action</li> <li>● choose which keys to use for actions and explain choices</li> <li>● identify a way to improve a program</li> <li>● program movement</li> <li>● use a programming extension</li> <li>● choose blocks to set up my program</li> <li>● match a piece of code to an outcome</li> <li>● I can modify a program using a design</li> </ul>
	Vocabulary	Animation, stop frame, sequence, image, consistency, media, import, transition	Attribute, value, branching, database, objects, separate, structure, compare, order, organise, selecting, decision tree.	Motivate, event, sprite, algorithm, logic, move, extension block, errors, debugging, code, test
	Term	Autumn	Spring	Summer



RE	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"><li>• Pupils understand that worldviews are often expressed within seasons and cycles. ·</li><li>• Pupils can develop simple metaphors and similes for metaphysical philosophical ideas (e.g. the role of darkness and light in religion and worldviews).</li><li>• Pupils can ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice, especially in relation to celebrations, festivals and seasonal rituals associated with religion and worldviews.</li><li>• Pupils are able to do ‘engaged looking’ at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning.</li><li>• Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about peace, forgiveness and reconciliation).</li><li>• Pupils are able to make links between sacred texts and the contexts in which people live (e.g. peace and reconciliation in action)</li></ul> <div><div>Deliberate Practise Vocabulary:</div><div>Worldviews Theology, Philosophy, Social and human science, discipline, concept</div></div>		
	<b>Layover unit</b>	Islamic: Enquiry questions: <ul style="list-style-type: none"><li>• How do those with Muslim worldviews often demonstrate their beliefs? (masjid, prayer and service to humanity) What is so important about the Qur’an? (divine revelation and divine guidance)</li></ul>		
	<b>Knowledge Assessment questions:</b>	<b><u>Assessment Questions</u></b>  Unit K2.1 <u>Why are nature and the seasons significant for religion and worldviews?</u> <ul style="list-style-type: none"><li>• Do pupils know that worldviews are often expressed within seasons and cycles. · Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. time and the significance of how times passes in cycles.</li><li>• Do pupils know that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual associated with celebrations) via ethnographic study.</li><li>• Do pupils know that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts (such as during the celebration of Christmas and Easter, Eid-al-Fitr, shabbat, Tu B'Shvat and pagan festivals according to the seasons).</li></ul>	<b><u>Assessment Questions</u></b>  Unit K2.2 <u>How are religion and worldviews shaped and expressed through art and architecture?</u> <ul style="list-style-type: none"><li>• Do pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the ‘situatedness’ of which matters.</li><li>• Do pupils know that places (such as places of worship) can encourage actions and reactions from people’s bodies in response to the ideas they encounter</li></ul>	<b><u>Assessment Questions</u></b>  <u>What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?</u> <ul style="list-style-type: none"><li>• Do pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace?</li><li>• Do pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually?</li><li>• Do pupils know that important concepts and beliefs (such as those to do with peace and reconciliation) can be drawn from several different places in a sacred text?</li></ul>

	<b>Vocabulary</b>	nature lunar seasons cycle Nativity Ramadan Pascha Eid-al-Fitr shabbat kala pagan karma solstice equinox	Icon cathedral architecture orthodox worldview Allah represent mosque/masjid theological calligraphy salvation Sufi reconciliation synagogue symbol embodied	peace ahimsa forgiveness ummah reconciliation Rosh Hashanah conflict Yom Kippur worldview non-violence
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
PE	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• <b>use running, jumping, throwing and catching in isolation and in combination</b></li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• <b>develop flexibility, strength, technique, control and balance [for example, through activities]</b></li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• <b>compare their performances with previous ones and demonstrate improvement to achieve their best</b></li> </ul>		
	<b>Knowledge Assessment questions:</b>	<u>Assessment Questions</u> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Can children evaluate and improve a dance performance?</li> <li>• Can children name the muscles/body parts that they need to warm up and cool down for dance?</li> <li>• Can children respond to a stimulus to create movement patterns?</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Can children show a range of symmetric and asymmetric actions, shapes and balances?</li> <li>• Can children control actions?</li> <li>• Can children move from floor to apparatus safely?</li> <li>• Can children evaluate their performance?</li> <li>• Can children say what they need to do improve their performance?</li> <li>• Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<u>Assessment Questions</u> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>• Can children show you accuracy when passing a ball?</li> <li>• Can children show you how to send and receive a ball using different ways? Overarm/underarm/ chest pass/ bounce pass</li> <li>• Can children travel whilst maintaining control of a ball?</li> <li>• Can children explain how to organise themselves to play an invasion game?</li> <li>• Can children evaluate their performance?</li> <li>• Can children say what they need to do improve their performance?</li> <li>• Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<u>Assessment Questions</u> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Can children choose skills and equipment to meet challenges set?</li> <li>• Can children change speed or technique to meet challenges set for running, jumping and throwing?</li> <li>• Can children tell you what their body feels like when exercising?</li> <li>• Can children describe what happens to their bodies during exercise?</li> <li>• Can children evaluate their performance?</li> <li>• Can children say what they need to do improve their performance?</li> <li>• Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>
	<b>Vocabulary</b>	<p><b>Dance</b> timing, stimulus, translating, freely, improvise.</p> <p><b>Gymnastics</b> mirroring, matching, symmetric, asymmetric, shapes, , extension, body tension, control, apparatus, levels. Tucked jump, Star jump, Straight jump, Half turn jump from a bench, ,Pike jump, Cat leap. balances ( counter balance) arch, back support, Front support, shoulder stand, bridge</p>	<p>passing, receiving, techniques, communication, travelling, control, possession, scoring, target, off-target, tactics, support, patterns of play. Chest pass, bounce pass, overarm, underarm</p>	<p>techniques, speed, effort, challenges, distance, temperature, athletic, aerobic, fitness, force, power, speed, direction. Chest pass, bounce pass, overarm, underarm</p>
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

Deliberate Practise Vocabulary: **run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance ,agility, co-ordination, team, attack and defend, movement pattern, warm up, cool**

Music	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different cultures and from great composers and musicians</li> </ul> <p>develop an understanding of the history of music.</p> <div>Deliberate Practise Vocabulary: Solo, ensemble. performance. notation.</div>		
	<b>Knowledge Assessment questions:</b>	<b>Unit 1 - Let Your Spirit Fly</b> - To learn about RnB <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children Identify the structure of the piece?</li> <li>Can children name the instruments in the piece?</li> <li>Can children find the pulse?</li> <li>Are children aware of changes in tempo</li> </ul>	<b>Unit 2 - Glockenspiel Stage 1</b> - Explore and develop the playing of the glockenspiel <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children play the instrument carefully to get the correct sound?</li> <li>Can children play and read the notes CDE and F?</li> <li>Can children play and read the notes CDE and F with improvisation?</li> <li>Can children compose a simple piece using the notes CDE and F?</li> </ul>	<b>Unit 4 - The Dragon Song</b> - To know that folk tunes celebrate our differences and cultures <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children show understanding of the difference between pulse and rhythm?</li> <li>Can children identify the themes?</li> <li>Can children identify the instruments and voices?</li> </ul> <p>Can children explain how the words tell a story?</p>
	<b>Vocabulary</b>	<b>Unit 1</b> - Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, compose, perform, dynamics, tempo, hook, melody	<b>Unit 2</b> - Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	<b>Unit 4</b> - Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook. melody
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
French	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar contexts, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> </ul> <div>Deliberate Practise Vocabulary (in French) Hello, goodbye, other simple greetings, listen, look, yes, no, I like, I do not like, my name is, Numbers. months. days. colours.</div>		
	<b>Knowledge Assessment questions:</b>	<b>Rising Stars Stage 1 - Moi/Jeux et chansons</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children use some greetings in French?</li> <li>Can children ask some simple questions in French: 'What is your name?' 'How old are you?' 'How are you?'</li> <li>Can children say what their name is, how they are and how they feel?</li> <li>Can children name some members of their family in French?</li> </ul>	<b>Rising Stars Stage 1 - Portraits</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children understand, name and write colours in French?</li> <li>Can children say the names of parts of the body in French?</li> <li>Do children know that nouns in French are split into two groups - masculine and feminine, and that this determines the word for 'the' in French?</li> <li>Can children identify a noun and an adjective in</li> </ul>	<b>Rising star stage 1 - Les quatre amis</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children understand the names of some animals in French</li> <li>Can children identify animals from words read and heard in French?</li> <li>Can children listen to and join in with a story in French?</li> <li>Can children sort words according to gender (masculine and feminine) and sound (eu/ou)?</li> <li>Can children recognise some movement-related</li> </ul>

		<ul style="list-style-type: none"> <li>Can children count to ten (later 20) in French and know the number names?</li> <li>Can children understand someone saying in French which activity they prefer?</li> <li>Can children say in French what they prefer?</li> <li>Can children ask someone in French what they prefer?</li> <li>Can children say 'There are...' and 'I have...' in French?</li> <li>Can children copy the pronunciation of some French words?</li> <li>Can children join in with French songs and play simple games?</li> </ul>	<p>French?</p> <ul style="list-style-type: none"> <li>Can children compare the position of an adjective in English and French?</li> <li>Can children put adjectives after the noun in French?</li> <li>Can children describe facial features in the first person (j'ai, je suis) and third person (il/elle a, il/elle est)?</li> <li>Can children recognise and say the 'eu' sound in French words?</li> </ul>	<p>verbs in French and show understanding by doing an action?</p> <ul style="list-style-type: none"> <li>Can children answer the question C'est de quelle couleur?</li> <li>Can children decide when to use il or elle for the pronoun 'it', depending on the gender of the noun?</li> <li>Can children write sentences in French about how animals move?</li> </ul>
	<b>Vocabulary</b>	Bonjour ! Hello! Salut ! Hi!/Bye! Ça va ? How are you? Ça va bien/mal. I'm fine/not very well. Et toi ? And you? Au revoir ! Goodbye! Monsieur/Madame Mr/Mrs, Sir/Miss (to teacher) oui, non yes, no Je m'appelle ... My name is ... Comment tu t'appelles ? What's your name? voici ... here is ... 1-10: un, deux, trois, quatre, 1-10: one, two, three, four, cinq, six, sept, huit, neuf, five, six, seven, eight, nine, dix ten J'ai ... I have ... Quel âge as-tu ? How old are you? J'ai sept/huit ans. I'm seven/eight years old. mon père my father ma mère my mother mon frère my brother ma sœur my sister	rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple (Add -s to all the above if plural) marron (invariable) brown orange (invariable) orange J'ai ... I have ... un nez a nose une bouche a mouth des yeux the eyes un bras an arm une jambe a leg Il/Elle a ... He/She has ... le nez bleu. ... a blue nose. ... la bouche bleue. ... a blue mouth. ... les yeux/cheveux bleus. ... blue eyes/hair. Il/Elle est grand(e)/petit(e). He/She is big/sma	le cheval the horse le mouton the sheep le lapin the rabbit la souris the mouse Il galope. He/It gallops. Elle court. She/It runs. Il/Elle est ... He/She/It is ... gris(e) grey Non, le lapin ne galope No, the rabbit doesn't pas, etc. gallop, etc. vite quickly lentement slowly Il sautille. He/It hops. Elle trotte. She/It scurries. la pomme



	Term	Autumn		Spring		Summer	
PSH E	Theme	Being me in my world/ Celebrating Difference Relationships/ Changing me				Dreams and goal/ Healthy me	
	Knowledge Assessment questions:	<p>The children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others</p> <ul style="list-style-type: none"><li>Know that the school has a shared set of</li></ul>	<p>The children learn about families, that they are all different. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.</p> <ul style="list-style-type: none"><li>Know what it means to be a witness to</li></ul>	<p>The children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. The children consider obstacles that might stop them from achieving their goals and how to overcome these.</p> <ul style="list-style-type: none"><li>Know that they are responsible for their own learning</li><li>Know what an obstacle is and how they can hinder achievement</li><li>Know how to take steps to overcome obstacles</li><li>Know what dreams and</li></ul>	<p>The children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p> <ul style="list-style-type: none"><li>Know how exercise affects their bodies</li><li>Know that there are different types of drugs</li><li>Know that there are things, places and people</li></ul>	<p>Children revisit family relationships and identify why stereotypes can be unfair and may not be accurate. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways. Children's universal rights are also revisited.</p> <ul style="list-style-type: none"><li>Know that different family members carry out different roles or have different responsibilities within the family</li><li>Know some of the</li></ul>	<p>Children learn about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children learn that females have eggs in their ovaries and these are released monthly. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them. - statutory changes may affect this</p> <ul style="list-style-type: none"><li>Know that the male and female body needs</li></ul>

		<p>values</p> <ul style="list-style-type: none"> <li>Know why rules are needed and how these relate to choices and consequences</li> <li>Know that others may hold different views</li> <li>Understand that they are important</li> <li>Know what a personal goal is</li> <li>Understanding what a challenge is</li> <li>Make other people feel valued</li> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> <li>Recognise self-worth</li> <li>Identify personal strengths</li> <li>Be able to set a personal goal</li> <li>Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> </ul>	<p>bullying and that a witness can make the situation worse or better by what they do</p> <ul style="list-style-type: none"> <li>Know that conflict is a normal part of relationships</li> <li>Know that some words are used in hurtful ways and that this can have consequences</li> <li>Know why families are important and every family is different</li> <li>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>Be able to show appreciation for their families, parents and carers</li> <li>Employ skills to support someone who is bullied</li> <li>Recognise feelings associated with receiving a compliment</li> </ul>	<p>ambitions are important to them</p> <ul style="list-style-type: none"> <li>Know what their own strengths are as a learner</li> <li>Know how to evaluate their own learning progress and identify how it can be better next time</li> <li>Can break down a goal into small steps</li> <li>Can manage feelings of frustration linked to facing obstacles</li> <li>Imagine how it will feel when they achieve their dream/ambition</li> <li>Recognise how other people can help them to achieve their goals</li> </ul>	<p>that can be dangerous</p> <ul style="list-style-type: none"> <li>Know when something feels safe or unsafe</li> <li>Know a range of strategies to keep themselves safe</li> <li>Know that their bodies are complex and need taking care of</li> <li>Respect their own bodies and appreciate what they do</li> <li>Can take responsibility for keeping themselves and others safe</li> <li>Identify how they feel about drugs</li> <li>Can express how being anxious or scared feels</li> </ul>	<p>skills of friendship, e.g. taking turns, being a good listener</p> <ul style="list-style-type: none"> <li>Know some strategies for keeping themselves safe online</li> <li>Know that they and all children have rights (UNCRC)</li> <li>Can identify the responsibilities they have within their family</li> <li>Know how to access help if they are concerned about anything on social media or the internet</li> <li>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul>	<p>to change at puberty so their bodies can make babies when they are adults</p> <ul style="list-style-type: none"> <li>Know some of the outside body changes that happen during puberty</li> <li>Know some of the changes on the inside that happen during puberty</li> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Can express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> <li>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</li> </ul>
	<b>Vocabulary (including deliberate practice vocabulary)</b>	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging, Direct messaging, Global, Communication, Fair trade,	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge

						Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs	
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