

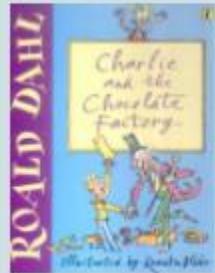


Year 3 Curriculum Overview

This term is history themed – Chocolate

English

Literacy driver
Chocolate



Short Extracts –
Fortunately the
Milk (Non Linear)

*Alice's Adventures
in Wonderland
(Archaic)

Bob Cox Opening
Doors to Quality
Writing -Pond
Dipping (P99)

Maths

Number and place value

- Recognise the place value of each digit in a three digit number (hundreds, tens, ones)
- Read and write numbers up to 1,000 in numerals and in words
- Identify, represent and estimate numbers using different representations
- Compare and order numbers up to 1,000
- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Solve number problems and practical problems involving these ideas

Addition and subtraction

- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers

Multiplication and division

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Autumn

Handwriting

Use the diagonal and horizontal strokes needed to join letters in some of their writing
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Composition

Write for both fictional and non-fictional purposes

Sentence Structure

Use expanded noun phrases

Use simple conjunctions for coordination and subordination

Understand the term conjunction

Understand the term subordinate clause

Use present and past tense verb form, mostly correctly and consistently

Punctuation

Demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession

Spelling

Spell common exception words (KS1) mostly correctly

Apply Y1/2 spelling rules accurately (e.g. -ed, -ing, est, -er, -s, -es suffixes)

Understand the term consonant and vowel

Understand the term word family

Planning

Use box up plans to organise ideas across several paragraphs
Collect vocabulary for action and description
Begin to make choices, from planning, about language to use to create a desired effect.

History

A history study of chocolate

- Chocolate can be traced back as far as the ancient Mayan and Aztec civilisations. Cocoa beans are found in the pods that grow on cacao (cocoa) trees. The trees grow in rainforest. They are usually found in tropical areas which experience lots of rainfall.
- The Ancient Mayans were the first to discover the wonders of chocolate, possibly as early as 600 AD! They enjoyed a drink made from chocolate and water which was called 'Chocolat!'. They also used the beans as currency.
- The Spanish Conquistador Don Hernán Cortés brought cocoa beans back to Spain in 1528 after he went to the Aztec Empire. People enjoyed the chocolate drink in Spain but as cocoa beans were rare, the recipe was kept secret for a very long time.
- Chocolate began to spread across Europe in the 1600s. It was popular in Italy and in France. In the 17th Century, Dutch doctors were recommending it as a cure for illness and. Chocolate reached Germany and England in the late 17th century.
- Chocolate was only for the very rich when it first arrived in England. It was very popular in the court of King Charles II. It did become available to more people over time and people would go to exclusive cafes to drink chocolate drinks with friends.
- Chocolate became more popular, people became more interested in manufacturing it.
- Early chemists (called apothecaries) were interested due to the possible medicinal properties of chocolate. Fry's of Bristol and Terry's of York were 2 such apothecaries.
- Later John Cadbury and Joseph Rowntree would begin to sell chocolate alongside their other groceries.

Science

Physics

Rocks and Soil

- Rock is a naturally occurring material.
- There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties.
- Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water.
- Rocks can be different shapes and sizes (stones, pebbles, boulders). Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter).
- The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.
- Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water.

Geography

Cross Curricular Links

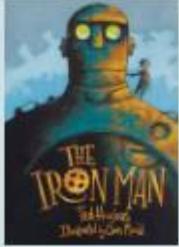
- Geography of Continents. Cocoa pods produced in South America near the equator
- Location of Farming of coca pods, where and when they are picked.
- Fairtrade is a simple yet incredibly important idea – it's all about giving the people who produce the things you buy a fair price for their work.
- Export to Europe
- Farming / slave trade from African colonies to South America and Caribbean
- Local Geography both human and physical. Quakers ensured York became major city in chocolate movement which changed the local landscape.

<p style="text-align: center;">Art</p> <p>Artist study</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Chris Riddell</p> </div> <div style="text-align: center;">  <p>Quentin Blake</p> </div> </div> <p>Skills and Media</p> <p>To draw in the style of an illustrator using</p> <ul style="list-style-type: none"> • Drawing Pencil, line, shape, shading using hatching and cross hatching. • Paint in watercolours 	<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • To design a new package for chocolate. • Children investigate a collection of different shell structures including packaging. • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. • Use questions to develop children’s understanding e.g. What is the purpose of the shell structure – protecting, containing, presenting? What material is it made from? How has it been constructed? Are the materials recyclable or reusable? How has it been stiffened i.e. folded, corrugated, ribbed, laminated? What size/shape/colour is it? What information does it show and why? How attractive is the design? 	<p style="text-align: center;">Music</p> <p><u>Developing singing techniques and keeping in time: The Vikings</u></p> <p>Developing singing skills in this History-themed topic and learning to recognise staff notation.</p> <p><u>Ballads</u></p> <p>Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.</p>
<p style="text-align: center;">Computing</p> <p>E Safety - Being Internet Smart</p> <ul style="list-style-type: none"> • Create and manage a positive reputation both online and offline. • Respect the privacy boundaries of others, even if different from one’s own. • Understand the potential impact of a mismanaged digital footprint. • Ask for adult help when dealing with sticky situations. <p>Connecting computers</p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <p>Stop-frame animation</p> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p style="text-align: center;">Physical Education</p> <p>Dance</p> <p>African Dance</p> <ul style="list-style-type: none"> • To be able to move to a rhythmic pattern. • Link the key movements to form the DDMIX African dance sequence. • To work with a partner to create a short dance phrase using the rhythmic pattern of an African dance. • Work in groups to combine African inspired dance phrases. • Perform, watch and evaluate a dance sequence, providing constructive feedback. <p>Gymnastics</p> <ul style="list-style-type: none"> • To perform a backward roll • To land a backward roll in a variety of shapes. • To perform the steps of a teddy bear roll • To perform a range of gymnastic rolls 	<p style="text-align: center;">Modern Foreign Language (French)</p> <p><u>MOI</u></p> <ul style="list-style-type: none"> • Greetings • Asking and saying how you are feeling. • Introductions • Ask simple questions. • French Alphabet • Becoming familiar with a French dictionary. • ‘Le fermier dans son pré’ • Christmas

	<ul style="list-style-type: none"> To perform a 4 or 5 sequence movement in a pair using backward roll <p>Games - Invasion Games</p> <ul style="list-style-type: none"> Keep up a continuous game, using a range of throwing and catching skills and techniques use a small range of basic racket skills; choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; make up their own net games; understand the point of the game; keep rules effectively and fairly; recognise how net games make the body work; talk about what they do well and recognise things they could do better. 	
	<p align="center">P.S.H.E and Character Education</p> <p>Being me in my own world Making others feel welcome Try to make our school community a better place Think about everyone’s right to learn Care about other people’s feelings Work well with others</p> <p>Celebrating difference Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments</p>	<p align="center">Religious Education</p> <p><u>What does it mean to be a Christian in Britain today?</u></p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. some ways in which Christians express their faith through hymns and modern worship songs Suggest at least 2 reasons why being a Christian is a good thing in Britain today and 2 reasons why it might be hard sometimes Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others
Spring	This term is science themed -Forces	
	<p align="center">English</p>	<p align="center">Maths</p> <p>Multiplication and division</p> <ul style="list-style-type: none"> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Literacy Driver

Forces



Short Extracts –

Topsy Turvy World
(Archaic)

Bob Cox Opening
Doors to Quality
Writing - Slowly the
Tide Creeps up
(P93)

Iron Man (figurative / symbolic
text and class anchor)

Handwriting

Use the diagonal and horizontal strokes needed to join some letters

Composition

Write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Describe settings and characters using expanded noun phrases

Begin to use paragraphs to structure writing

Use simple organisational devices (e.g. headings or sub-headings) appropriately

Sentence Construction

Use a range of co-ordinating and subordinating conjunctions

Use adverbs to express time, e.g. then, next, soon, therefore

Use prepositions to express place and time **using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of**

Use correct tense consistently, including the present perfect tense

Maintain Standard English forms e.g. use of *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]

Punctuation

Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly

Begin to use inverted commas to punctuate speech

Understand the term inverted commas

Understand the term direct speech

Spelling

Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)

Editing

- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Measurement

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

Statistics

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions [for example, 'how many more?' and 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables
- Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-d shapes

Fractions

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above

Make simple additions, revisions and proof-reading corrections to their own writing
Begin to use a dictionary to check spellings (using first 2 letters of a word)

History

Cross Curricular Links

- Life of Jackson Pollock and his impact on art.

Science

Physics

- A force is a push or a pull. When an object moves on a surface, the texture of the surface and the object affect how it moves. It may help the object to move better or it may hinder its movement e.g. ice skater compared to walking on ice in normal shoes.
- A magnet attracts magnetic material. Iron and nickel and other materials containing these, e.g. stainless steel, are magnetic.
- The strongest parts of a magnet are the poles. Magnets have two poles – a north pole and a south pole. If two like poles, e.g. two north poles, are brought together they will push away from each other – repel. If two unlike poles, e.g. a north and south, are brought together they will pull together – attract.
- For some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees.
- Some forces can act at a distance e.g. magnetism. The magnet does not need to touch the object that it attracts.

Geography

Cross Curricular Links

Map work in UK on where Anthony Gormley sculptures can be found.

Art



Jackson
Marc



Pollock
Allante



Anthony Gormley

Design Technology

- Children investigate, analyse and evaluate familiar objects that use air to make them work e.g. bicycle pump, balloon, inflatable swimming aids, foot pump for inflating an air bed. What does the air do? How has it been used in the design of these products? How can air be used to move heavy objects?
- Demonstrate a range of pneumatic mechanisms using prepared teaching aids including two syringes joined by plastic tubing; three syringes connected using a T-connector and using different sized syringes.

Music

Pentatonic melodies and composition: Chinese New Year

- Listening to the story of Chinese New Year.
- Revising key musical terminology, playing and creating pentatonic melodies
- Composing a piece of music as a group using layered melodies.

<p style="text-align: center;">Skills and Media</p> <ul style="list-style-type: none"> ● Use of force in art linked to science ● Acrylic paint and ready mix for artist study. ● Focus on use of colour Stencilling and printing Ink pads, compare the effects. ● Pattern and texture acrylic paint or thickened ready mix ● Mixed media finished piece colour, pattern and texture. ● Sculpture linked to the Iron man. Form, size, shape, texture. 	<ul style="list-style-type: none"> ● What happens when the plunger of one syringe is pressed in? Why do the syringes move at different speeds? ● Discuss why, when pressing a large syringe, it can take time and feel 'squishy' before the smaller syringe is moved. 	
<p style="text-align: center;">Computing</p> <p>Sequencing sounds</p> <p>Creating sequences in a block-based programming language to make music.</p> <p>Branching databases</p> <p>Building and using branching databases to group objects using yes/no questions</p>	<p style="text-align: center;">Physical Education</p> <p>Dance</p> <p>Japanese</p> <ul style="list-style-type: none"> ● To be able to identify dynamics in music and apply the appropriate movement. ● In response to visual stimuli, create a movement phrase using dynamics. ● Combine two phrases to create a dance of two parts (binary: AB). Work constructively as part of a group. ● Demonstrate the use of dynamics through a Japanese dance. ● Use shape and formation when performing the key movements of a Japanese dance. ● Create a beginning and an end to the DDMIX Japanese dance. Work constructively in groups. <p>Gymnastics</p> <ul style="list-style-type: none"> ● To roll and catch a hula hoop with a partner ● To roll and catch a ball with a partner ● To perform ball skills individually ● To use a hula hoop to perform different tasks using a range of body parts ● To balance, jump and travel with hand apparatus ● To create a 3 or 4 movement sequence in a pair using hand apparatus <p>Games striking and fielding</p>	<p style="text-align: center;">Modern Foreign Language</p> <p>La FAMILLE/Les NUMÉROS</p> <ul style="list-style-type: none"> ● Family words ● Use of 'voici' and 'mon' and 'ma' ● Know numbers to 20 in sequence and out of sequence. ● Recognise the written forms of numbers. ● Take part in a French poem. ● Be able to talk about brothers and sisters and ask others. ● Say age. ● Build up simple conversational skills. ● Easter

- Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy;
- choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully;
- set up small games;
- know rules and use them fairly to keep games going;
- explain what they need to do to get ready to play games;
- carry out warm ups with care and an awareness of what is happening to their bodies;
- describe what they and others do that is successful;
- suggest what needs practising.

P.S.H.E and Character Education

Dreams and goals

- Stay motivated when doing something challenging
- Keep trying even when it's difficult
- Work well with a partner or group
- Have a positive attitude
- Help others achieve their goals
- Work hard to achieve your own dreams goals

Healthy me

- Make health choices
- Know about a healthy, balanced diet
- Be physically active
- Keep yourself and others safe
- Have good friendships and be a good friend
- Know how to keep calm and deal with situations

Religious Education

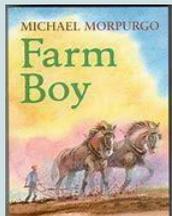
Who is Jewish and what do they believe?

Discuss how the mezuzah in the home reminds Jewish people about God; about how the Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.

Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means

Ask some questions about believing in God and offer some ideas of my own.

English

<p>Literacy driver Food & Farming</p>  	<p>Short Extracts</p> <p>Farm Boy - non linear</p> <p>*Fantastic Mr Fox (Complex Narrator)</p> <p>Poetry</p> <p>Something Told the Wild Geese (Resistant)</p> <p>Bob Cox Opening Doors to Quality Writing- Prefabulous Animiles (P19)</p>
---	---

Charlotte's Web (archaic text)
Farm Boy (non-linear text) and Class anchor)

Maths

Fractions

- Recognise and show, using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Add and subtract fractions with the same denominator within one whole (for example, $5/7 + 1/7 = 6/7$)
- Solve problems that involve all of the above

Measurement

- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks
- Compare durations of events (for example to calculate the time taken by particular events or tasks)

Geometry – properties of shape

- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Measurement

- Measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml)

Handwriting

Produce legible joined handwriting

Composition

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

Sentence Structure

Use dialogue sparingly so it effectively adds detail to the writing
Use a wide range of co-ordinating and subordinating conjunctions within and across sentences

Use a range of precise vocabulary (nouns, verbs and adjectives)

Begin to understand how writing can be different from speech

Spelling

Accurately use the full range of punctuation taught at key stage 1 and in Y3 (question & exclamation marks, commas in a list, full stops and capital letters)

Spell most words correctly

Begin to use language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

History

Cross Curricular Links

- Art - Hockney changed how art was perceived.

Science

**Biology
Plants**

- Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom.

Geography

Food and Farming:

- Farming involves rearing animals and growing crops for raw materials and food. Children will learn that there are a variety of types of farming

- Food and Farming: Stone age to Iron Age - Neolithic hunter gatherers and early farming :Skara Brae linked to Food and farming
- How farming has changed over time

- The roots absorb water and nutrients from the soil and anchor the plant in place. The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal.
- The leaves use sunlight and water to produce the plant's food. Some plants produce flowers which enable the plant to reproduce.
- Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways.
- Different plants require different conditions for germination and growth.

Animals

- Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.
- Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.
- A piece of food will often provide a range of nutrients.

Skeleton and muscles

- Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.

supported by climate and location across the world.

- Name and locate the world's 7 continents and 5 oceans.
- Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate **counties** and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- To investigate and explore the concept of food miles and the impact on climate change and how we can reduce food miles.
- To understand food security and how food is distributed.
- To understand how farming can affect the environment.

Art

Artist study:



David Hockney



Caroline Dunn
(mixed media)



Carry Akroyd

Design Technology

Baking Bread

- Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop.
- Link to the principles of a varied and healthy diet using The eatwell plate e.g. What ingredients have been used? Which food groups do they belong to?

Music

Traditional Instruments and Improvisation: Around the World: India

- Learning about traditional Indian music, including the rag and the tal,
- identifying instruments used
- creating their own improvisation in this style.

<p>Skills and Media</p> <ul style="list-style-type: none"> ● Painting Acrylic paints ● Using fine brushes to create line, shape, colour (shades and use of colours) texture ● Detail and Collage texture ● Use of paper and fabric to create texture along with paint ● Printing repeated patterns by making a print out of Styrofoam 	<p>What substances are used in the products e.g. nutrients, water and fibre?</p> <ul style="list-style-type: none"> ● Carry out sensory evaluations on different types of bread. ● Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food? ● Plan the main stages of a recipe, listing ingredients, utensils and equipment. ● Select and use appropriate utensils and equipment to prepare and combine ingredients. 	
<p style="text-align: center;">Computing</p> <p>Desktop publishing</p> <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p>Events and actions in programs</p> <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>	<p style="text-align: center;">Physical Education</p> <p>Dance</p> <ul style="list-style-type: none"> ● To be able to identify dynamics in music and apply the appropriate movement. ● To use visual stimuli to create a dance phrase using dynamics. ● To combine two phrases to create a dance of two parts (binary:AB) ● To work constructively as part of a group. ● To use shape and formation when performing movements of a dance. ● To create a beginning and ending to a dance. <p>Gymnastics</p> <ul style="list-style-type: none"> ● To travel on the floor at different levels. ● To travel on the floor at different inclines and heights. ● To execute a jump on the floor. ● To execute a jump off a piece apparatus. ● To mount a bench, travel across and dismount with a shape jump. ● To perform a 4 or 5 movement sequence on different levels. ● using hand apparatus <p>Games Athletics</p>	<p style="text-align: center;">Modern Foreign Languages</p> <p>ON FAIT LA FÊTE</p> <ul style="list-style-type: none"> ● Say age and ask others ● Ask and answer questions on personal identification. ● Learn months of the year. ● Say birthday and ask others. ● Understand dates and important dates in France. ● Learn days of the week. ● Understand a reading text. ● Make birthday invitations. ● Listen to, join in and show understanding of a poem about seasons

- Run at fast, medium and slow speeds, changing speed and direction;
- link running and jumping activities with some fluency, control and consistency;
- make up and repeat a short sequence of linked jumps;
- take part in a relay activity, remembering when to run and what to do;
- throw a variety of objects, changing their action for accuracy and distance;
- recognise when their heart rate, temperature and breathing rate have changed

P.S.H.E and Character Education

Relationships

- Know how to make friends
- Try to solve problems in friendships
- Help others to feel part of a group
- Show respect in how others treat you
- Know how to help themselves and others when they feel upset or hurt
- Know and show what makes a good relationship

Changing me

- Understand that everyone is unique and special
- Can express how they feel when change happens
- Understand and respect changes seen in themselves
- Understand and respect changes seen in others
- Know who to ask for help if worried about change
- Are looking forward to change

Religious Education

Why is the Bible so important for Christians today?

- Which stories are special and why?
- What can we learn from sacred books?
- Does living Biblically mean obeying the whole Bible?

Why do people pray?

- Which places are special and why?
- What makes some places sacred?
- If God is everywhere, why go to a place of worship?
- Should religious places be sold to feed the starving?