

Year 3 Curriculum Overview

Please note:

For Literacy and Numeracy curriculum overviews please see separate documentation published on the school website.

Occasionally topics/objectives may be rearranged or adapted due to timetabling and the sharing/availability of resources.

	<u>Autumn Term 1</u> <i>Location, Location, Location</i>	<u>Autumn Term 2</u> Smashing Stone Age	<u>Spring Term 1 & 2</u> Rotten Roman	<u>Summer Term 1</u> Let's Get Scientific	<u>Summer Term 2</u> Highland Fling
Science	<ul style="list-style-type: none"> To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognise that soils are made from rocks and organic matter. To notice that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. 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. To describe magnets as having two poles. To predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To identify that humans and some other animals have skeletons and muscles for support, protection and movement. To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. 	<ul style="list-style-type: none"> To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the size of shadows change. 	
<p><u>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</u></p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
History		<ul style="list-style-type: none"> To know about the changes in Britain from the Stone Age to the Iron age. 	<ul style="list-style-type: none"> To know about the Roman Empire and its impact on Britain. 		

Geography	<ul style="list-style-type: none"> • To describe and understand key aspects of physical geography: mountains. • To name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. • To name and locate counties and cities of the United Kingdom. • To understand how some of the above aspects have changed over time. 				<ul style="list-style-type: none"> • To describe and understand key aspects of human and physical geography of a region of the United Kingdom. • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • To know about human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To use the eight points of a compass, four -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • To use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. 				
Design and Technology	<ul style="list-style-type: none"> • To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		<ul style="list-style-type: none"> • To investigate and analyse a range of existing products. • To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • To understand how key events and individuals in design and technology have helped shape the world. • To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 	<ul style="list-style-type: none"> • To understand and apply the principles of a healthy and varied diet. • To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • To 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. • To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	
			<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To learn about great artists, architects and designers in history. 		<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas.
Art					

Computing

- Pupils create programs to accomplish specific goals:
- Using an increasing range of digital devices and applications.
- Exploring and understanding the impact of changing instructions.
- using sequence and repetition
- decomposing problems both on and off screen
- Using the principles of logical reasoning in order to resolve problems.
- Pupils, review their online activity, including maintaining amending online profiles, communication channels and publishing spaces to ensure they do not inadvertently reveal personal details.

**FILM MAKING PROJECT
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- Pupils identify, collect and manipulate different types of data (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as information, showing a greater awareness of purpose and audience.
- Pupils show respect for content created by others by acknowledging sources, commenting respectfully and responsibly on other people's work and respecting privacy. They are discriminating about what they share and whether any permission is needed to do so.

- Pupils can identify a range of potential online risks including inappropriate contact or content and can identify ways of seeking support and reporting concerns. They exercise caution when receiving attachments and following web links contained in messages.

- Pupils understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this.
- Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of digital content they access and create, using an increasing range of digital resources and devices

- Pupils develop a basic understanding of how computers can be linked to form a local network such as those found in schools.

- Pupils are aware of some of the services offered by the Internet and can describe when they are, and are not, using online technologies
- Pupils become more discerning in their choice of search technology to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully.

Music

Environment	Building	Sounds	Poetry	China	Time	In the Past	Communication	The Human Body	Singing French	Ancient Worlds	Food and Drink
<p>Selecting descriptive sounds to accompany a poem</p> <p>Creating a musical re-telling of a poem</p> <p>Singing in two-part harmony</p> <p>Accompanying a song with a melodic ostinato</p> <p>Exploring timbre to create a descriptive piece of music</p> <p>Learning about ternary form</p> <p>Singing a song with expression</p> <p>Developing the lyrics of a song</p> <p>Choosing timbre to make an accompaniment</p> <p>Combining chants and sound pictures in a class performance in rondo structure</p>	<p>Understanding how music can be organised in sequences</p> <p>Using voices and actions to perform simple rhythms within a steady beat</p> <p>Understanding how music can be organised in layers</p> <p>Combining rhythms in layers</p> <p>Creating music using the children's own ideas</p> <p>Making choices about musical structure</p>	<p>Learning how sounds are produced and how instruments are classified</p> <p>Learning about aerophones</p> <p>Understanding musical conversation structure</p> <p>Learning how sounds are produced and how instruments are classified</p> <p>Learning about idiophones</p> <p>Developing an understanding of call and response</p> <p>Learning how sounds are produced and how instruments are classified</p> <p>Learning about chordophones</p> <p>Creating a call and response</p>	<p>Enhancing and extending the performance of a poem using vocal patterns</p> <p>Creating a piece of 'playground music' out of layered vocal patterns as part of a performance piece</p> <p>Exploring contrasting moods and effects as part of a performance</p> <p>Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece</p>	<p>Understanding the pentatonic scale</p> <p>Understanding pitch through composing, notating and reading graphic notation</p> <p>Performing a pentatonic song with tuned and untuned accompaniment</p> <p>Exploring the pentatonic scale</p> <p>Playing in steps using graphic notation</p>	<p>Identifying the metre in a piece of music</p> <p>Playing independent parts in more than one metre simultaneously</p> <p>Identifying and performing an ostinato</p> <p>Improvising to an ostinato accompaniment</p> <p>Performing rhythmic ostinati individually and in combination</p> <p>Layering rhythms</p> <p>Recognising rhythm patterns in staff notation</p>	<p>Understanding pitch</p> <p>Learning to read simple pitch notation</p> <p>Understanding and using pitch notations</p> <p>Reading simple rhythm notation</p> <p>Learning a Tudor dance</p>	<p>Representing sounds with symbols</p> <p>Using voices creatively and expressively</p> <p>Creating and performing from a symbol score</p>	<p>Understanding call and response structure</p> <p>Performing word rhythms</p> <p>Exploring sounds</p> <p>Singing in two parts</p> <p>Performing call and response structure</p> <p>Exploring sounds</p> <p>Understanding and performing binary form</p> <p>Performing call and response</p>	<p>Understanding pitch through melody</p> <p>Developing a song</p> <p>Understanding pitch through singing and playing a melody</p> <p>Recognising pitch shapes</p> <p>Reading notations to play a melody</p>	<p>Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati</p> <p>Singing a song and accompanying it with tuned percussion ostinato</p> <p>Exploring musical phrases, melodic imitation and rounds</p> <p>Performing a round in three parts</p> <p>Arranging an accompaniment with attention to balance and musical effect</p>	<p>Exploring simple accompaniments using beat and rhythm patterns</p> <p>Using a score and combining sounds to create different musical textures</p> <p>Exploring different types of accompaniment</p>

By the end of KS2:

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- To improvise and compose music for a range of purposes using the inter-related dimensions of music.
- To listen with attention to detail and recall sounds with increasing aural memory.
- To use and understand staff and other musical notations.
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- To develop an understanding of the history of music.

<p>Moi (All about me) QCA Unit 1</p> <ul style="list-style-type: none"> • Simple greetings • Making simple statements about name and age • Asking/answering simple questions about name and age • Numbers 1-10 • Asking simple questions about family <p>Revised to accommodate Forest schools:</p> <ul style="list-style-type: none"> • To greet someone in French • To say hello, how are you and goodbye • To revise greetings and show how language is spoken • To learn numbers 1 to 12 • To say how old I am • To know numbers to 20 in French • To know vocabulary associated with family. 	<p>Jeux et chansons (Games and songs) QCA Unit 2</p> <ul style="list-style-type: none"> • Numbers 11-20 • Simple instructions • Expressing preference 	<p>On fait la fête (Celebrations) QCA Unit 2</p> <ul style="list-style-type: none"> • Numbers 11-20 • Simple instructions • Expressing preference • Simple statements about activities (saying what you can do well) • Months of the year • Days of the week • Celebrations/birthdays • Writing an invitation • Asking simple questions 	<p>Portraits (Portraits) QCA Unit 4</p> <ul style="list-style-type: none"> • Parts of the body • Colours • Descriptions of people • Making simple statements about appearance • Giving a simple description of a person 	<p>Ca pousse! (Growing things) QCA Unit 6</p> <ul style="list-style-type: none"> • Expressing likes and dislikes (about food) • Saying what you would like • Buying things • Ordering in a restaurant
<p>Revised to accommodate Forest schools:</p> <ul style="list-style-type: none"> • To understand simple family related vocabulary • To name some large classroom objects • To name some smaller classroom objects • To say the days of the week • To say the months of the year • To use a French dictionary • To name some foods in French • To say what you like and dislike in French. 		<p>Revised to accommodate Forest schools:</p> <ul style="list-style-type: none"> • To know how to order food in French • To know some colours in French • To know simple numbers in French • To know some body parts in French • To write a simple description in French • To follow simple instructions in French • To say where you live in French • To hold a simple conversation in French 		
<p>By the end of KS2</p> <ul style="list-style-type: none"> ▪ To listen attentively to spoken language and show understanding by joining in and responding ▪ To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ To speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ To present ideas and information orally to a range of audiences* ▪ To read carefully and show understanding of words, phrases and simple writing ▪ To appreciate stories, songs, poems and rhymes in the language ▪ To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ To write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ To describe people, places, things and actions orally* and in writing ▪ To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 				

Physical Education

Physical Education	Outdoor	<p>Games: Netball</p> <ul style="list-style-type: none"> To improve accuracy and consistency of ball handling skills. To increase the range of ball handling skills. To improve accuracy and consistency of ball handling skills whilst travelling and bouncing the ball. To apply a range of ball handling skills into a small-sided game. To observe and evaluate ball handling skills within skill practices and small-sided games. To improve accuracy and consistency of throwing, catching and rolling skills. To practise and refine fielding techniques. To discuss and apply basic attacking and fielding tactics in striking/fielding activities. To observe and evaluate ball handling skills focusing on to create effective performance within skill practices and small-sided games. 	<p>Games: Hockey</p> <ul style="list-style-type: none"> Develop dribbling skills with a stick and ball Be accurate when passing/scoring and receiving skills Improve combined passing and dribbling skills Pass the ball accurately through a target (score a goal) Pass the ball accurately with power Use the skills of dribbling, passing, receiving and scoring in a game situation. Develop their ability to work as a team and keep possession Select and use all skills learnt in the festival, including umpiring skills. 	<p>OAA</p> <ul style="list-style-type: none"> To develop communication and cooperation skills in relation to problem solving skills - both verbal and nonverbal. To understand safe practice. To solve simple problems and discuss their actions. To develop communication and cooperation skills in relation to problem solving and trust skills. Give and receive verbal instructions that guide others through a pre-determined course. Listen to and follow instructions. To create and follow a range of trails that can be undertaken as a paired and also solo journey. To recognise hazards, assess the risks and take action to control the risks. To understand what a map is and simple concepts in using a map. To develop the skills of map reading and map orientation. To plan, prepare and cook on an open fire. 	<p>Games: Short Tennis</p> <ul style="list-style-type: none"> To practise and improve accuracy with aiming and racket skills. To play co-operatively with a partner. To practise and improve accuracy with aiming skills. To practise and improve accuracy and control of racket skills. To practise and improve accuracy with aiming skills. To play co-operatively with a partner and a group. To practise and improve accuracy and control of racket skills. To practise and improve accuracy and control of racket skills - attempting a backhand. 	<p>Athletics: Challenge</p> <ul style="list-style-type: none"> To practise and refine running, jumping and throwing techniques. To introduce an alternative throwing technique. To practise and refine running, jumping and throwing techniques. To introduce a 3rd (slinging) throwing technique. To explore jumping for height. To introduce throwing for accuracy and distance. To explore jumping for distance using different techniques. To participate in a multi-activity athletic event. To judge and measure others' performance fairly and consistently. To record own and partner's performance. 	<p>Games: football</p> <ul style="list-style-type: none"> To practise and improve accuracy and control of dribbling and passing skills. To apply dribbling and passing skills into small-sided competitive games. To practise and improve accuracy and control of dribbling and passing skills. To observe and evaluate others' work focusing on effective performance, including basic attacking play. 	<p>Games: Cricket</p> <ul style="list-style-type: none"> To improve accuracy and consistency of throwing, catching and rolling skills. To practise and refine fielding techniques. To discuss and apply basic attacking and fielding tactics in striking/fielding activities.
	Indoor	<p>Gym: Hand apparatus</p> <ul style="list-style-type: none"> To involve a beanbag on different levels in the performance of a conditioning phrase. To create a short movement phrase linking gymnastics actions involving a soft ball showing changes of speed. To create a short movement phrase linking actions involving a hoop showing changes in direction. To create a short movement phrase linking actions involving a ribbon or juggling scarf showing changes in speed, level and direction. To create a longer and controlled movement phrase involving an item of hand apparatus showing changes in speed, level and direction. To remember, improve and perform a controlled movement phrase involving an item of hand apparatus showing changes in speed, level and direction. 	<p>Dance: Solar System</p> <ul style="list-style-type: none"> To perform short movement phrases showing different shapes, contrasting dynamics and levels including travel. To observe and evaluate movements describing the vocabulary performed. To perform short movement phrases showing contrasting dynamics and quality of performance e.g. focus and extension. To observe and evaluate movements describing the contrasting dynamics. To create and perform a pair/group dance using the compositional principles of unison, meet and part, canon, and lead and follow. 	<p>Gym: Patterns and Pathways</p> <ul style="list-style-type: none"> To link one balance action and one travel action into a repeatable phrase. To create an arm pattern and incorporate it within a movement phrase. To use travel on feet actions to explore a range of pathways based on line patterns, shapes and letters. To select a movement pattern and use it as a starting point for creating a movement phrase. To remember and repeat a travel and balance movement phrase and develop it by covering a clear pathway and by incorporating an arm pattern. To remember, improve and perform a travel and balance movement phrase showing a clear pathway, a movement pattern and an arm pattern. 	<p>Dance: Machines</p> <ul style="list-style-type: none"> To perform short movement phrases using machine actions showing different shapes, dynamics, levels, travel including pathways. To observe and evaluate movements describing the vocabulary performed. To perform movement phrases using machine actions showing different shapes, dynamics, levels, travel including pathways. To create and perform movement phrases working in small groups. To create and perform movement phrases working in small groups. To perform the complete dance sections which express movement phrases using machine actions showing different shapes, dynamics, levels, travel including pathways. 	<p>Games: Rounders</p> <ul style="list-style-type: none"> To practise and refine accuracy for fielding techniques. To improve accuracy and consistency of throwing, catching and rolling skills. To practise and refine fielding techniques. To discuss and apply basic attacking and fielding tactics in striking/fielding activities. 		
<p>By the end of KS2:</p> <ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. To compare their performances with previous ones and demonstrate improvement to achieve their personal best. 								

Christianity and creation

- Know some of the ways in which Christians express and respond to their belief that God is Creator *e.g. exploring thankfulness in prayers and hymns, celebrating Harvest, looking after the environment.*
- Explore, in particular through story, of Hindu ideas about the cycle of time in the creation, preservation and destruction of the universe and about the cycle of birth and death for all life.
- Understand that Hindus feel a connection with all life and hence a respect for all life, which can be expressed in various ways, including as examples *vegetarianism and respect for the cow.*
- Know that Muslims believe that God is the Creator and look at some passages from the Qur'an or some traditional stories which illustrate Islamic beliefs about and attitudes to the natural world.
- Explore their own experience of sensitivity to and respect for others, justice in society, and working for a better world and understand that these are key values in Judaism.
- Learn that Jews see God as the Creator and the world as God's gift to humanity
- Understand how this belief causes Jews to feel a sense of responsibility for and wonder at the natural world and its creatures, and a duty to enjoy its pleasures, and thank God for them
- Be familiar with some expressions of these beliefs as found in the Hebrew Bible *e.g. Psalms*
- Know that Sikhs believe in God as Creator and that this causes them to respect their environment and take responsibility for it

Who are the saints of God and why are they important?

- To introduce the concept of a 'saint' and to plan a line of enquiry to find out more
- To understand that saints acted on the basis of their faith and from a deep sense of commitment to their God
- To know about the origins of the patron saints in Great Britain
- To consider what makes the patron saints of GB 'saintly'
- To consider the value to communities of feast days and customs associated with feast days
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What is important for Jews about being part of Gods family?

- To consider what/who is important to me.
- To know that Jewish people believe in one God.
- To know that God is important to Jewish people and begin to understand why this so.
- To consider ways in which the Torah influences Jewish people.
- To appreciate the way in which the Torah influences daily living, festivals and worship.
- To explore and express the meaning of Shavout.
- To understand the link between the Creation Story and the seventh day of Rest by God.
- To explore the meaning and purpose of the Creation Story for Jewish people and others.
- To consider the difference between weekdays and weekends.
- To know what is meant by the term 'tradition'.
- To know the importance of Shabbat and family to the Jewish people.
- To know that Shabbat is a special rest time for Jewish people.
- To talk about the Havdalah ceremony.
- To think about and discuss their own experiences of rest and peace.
- To know what a mezuzah is and where it is found.
- To describe how the mezuzah is used in a Jewish home.
- To make links between special food laws at Shabbat and the importance to follow Gods laws.
- To know the importance of family to the Jewish people.
- To think about and discuss the importance of belonging to a family for everyone.
- To tell others what I have learned about the importance of being part of God's family for Jews.

Buddhism teachings

- To know the story of Siddhartha Gautama's early life before he became the Buddha
- To consider their own goals and hopes
- To consider the idea that life has times of sorrow and unhappiness
- To think about what makes them happy
- To consider why it was that at first Siddhartha failed to find the answer to his search for an end to suffering.
- To think about 'The Middle Way' between extreme luxury and deprivation
- To have some understanding of what Enlightenment is
- To know that Buddhists believe that the Buddha became Enlightened
- To know what the Four Noble Truths are.
- To know that Buddhists still follow these teachings today
- To consider what teaching, learning and example mean
- To understand that our actions have consequences for ourselves and others
- To express how we would like to be treated
- To appreciate that Buddhists follow the guidelines laid down by the Buddha and that these are called the Noble Eightfold Path
- To know that I can change my behaviour if I choose to do so.
- To appreciate the sacredness and special qualities of Buddhist symbols
- To enjoy the beauty of Buddhist art
- To understand the continuity that exists between ancient and contemporary Buddhists rituals and symbols
- To consider my enjoyment of the natural world.
- To foster a sense of connection with the natural world
- To know what Buddhists have to say about the natural world
- To learn about meditation
- To know that you do not have to be a Buddhist to meditate
- To know that Buddhists consider meditation to be an important practice
- To know what the Buddha said about meditation
- To be able to participate in a quiet reflective time
- To plan for a visit from a member of the Buddhist faith
- To recall what they have learnt about Buddhism
- To think about those questions that they would like to ask the visitor

Why pray?

- To begin to explore what prayer is
- To discover if the position used in prayer is important
- To experience and analyse an unfamiliar method of praying
- To use the Lord's Prayer as a vehicle for discovering Jesus' key teaching on prayer
- To explore the artefacts used in Christian prayer and experiment with them in an appropriate way
- To understand that prayer can be answered in more than one way.
- To try and look at prayer from God's point of view!
- To answer the question "Why do people pray?" to the individual's satisfaction

Philosophy

- To show understanding of "fairness" in a global context
- To explore how personal beliefs affect our attitudes to others
- To identify what Christians believe about equality and fairness using a variety of resources, and to be able to use this knowledge to suggest future actions.
- To discover whether Christians put their beliefs into practice through supporting charities
- To begin to understand what motivates different people to support charities
- To understand how Christians can apply their beliefs when decision making

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

Beginning and Belonging

- To be able to contribute to discussions about how to make the classroom a place where they can learn safely and happily.
- To contribute to approaches and activities for building collaborative relationships within their class.
- To recognise the emotions involved in being in a new situation.
- To know how to make new people feel welcome in the class and in the school.
- To know what might be helpful for them if they are in a new situation.
- To be able to identify people in their support networks, whom they know in different contexts of their lives.
- To know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations.
- To understand what they have learned and be able to share it with others.

Friends and Family

- To recognise the qualities of a good friend and to be able to reflect on their own friendship skills and develop strategies for managing friendship problems and to be able to support their friends.
- To understand about and be able to cope with changes in friendship patterns and situations.
- To be able to identify and value similarities and differences between themselves and their classmates.
- To be able to see things from another point of view, and to use this in resolving conflict.
- To identify people who are special to them and to recognise how they affect each other.
- To recognise different patterns of family life, including their own and those of others they know.
- To identify people they can talk to if they need support, and to have strategies for sharing their concerns.

Anti-bullying

- To understand the key characteristics of bullying.
- To understand different forms of bullying including cyberbullying.
- To understand a range of reasons why bullying happens.
- To understand how bullying can occur when people do not value and respect difference and diversity.
- To understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave.
- To understand strategies for keeping themselves safe from bullying including how to respond assertively.
- To understand strategies for responding to bullying in a range of contexts.
- To understand a range of ways to make someone who is being bullied feel better.
- To understand what bystanders can do to improve the situation if they see bullying happening to someone else.
- To identify places in school where bullying may happen.
- To identify ways of making the school a safer place where bullying is less likely to happen.
- To understand what they have learned and be able to share it with others.

Healthier Lifestyles

- To understand that they can make choices which contribute to a healthy lifestyle.
- To understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.
- To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity.
- To understand that a healthy lifestyle involves making balanced choices about our free time.
- To be aware of the factors which influence our food choices.
- To understand the importance of consuming a variety and balance of foods and drinks.
- To understand how food helps them to be active and healthy and gives them energy.
- To be able to plan and help prepare simple healthy meals.
- To know why good dental hygiene is important and how it contributes to a healthy lifestyle.
- To be able to reflect on their own lifestyles and take responsibility for making healthy choices.
- To understand what they have learned and to be able to share it with others.

Personal Safety

- To be able to identify trusted adults and approach them for support.
- To be able to assess the school and local environment from a personal safety perspective.
- To be able to identify and understand 'sixth sense' feelings.
- To be able to understand safety rules and who and when to tell.
- To be able to identify and name body parts, including the sexual parts.
- To be able to identify and distinguish between 'yes' and 'no' touches.
- To be able to distinguish between 'good' and 'bad' secrets.
- To be able to recognise what bribes and tricks are.
- To be able to assess problems and risks to keep safer.
- To be able to use assertive voice and body language.
- To be able to recognise what makes a good listener and when it is the best time to tell.
- To understand what they have learned and be able to share it with others.

Safety Contexts

- To be able to talk about situations where staying safe is important.
 - To identify further risks with road traffic and have strategies to stay safe.
 - To identify different risks with fire and have strategies to stay safe.
 - To identify wider risks with water and have strategies to stay safe.
 - To identify risks when joining in with activities and visits and have strategies to stay safe.
 - To know some action people can take to prevent accidents in familiar settings.
 - To understand what they have learned and be able to share it with others.
- E-safety
- To understand there are things they can do to keep themselves as safe as possible.
 - To know about and be able to describe and review their current online activity.
 - To know how to access help when something they see or hear online makes them feel uncomfortable.
 - To know, explore and understand the SMART rules for keeping safe online.
 - To apply their understanding of the SMART rules to their own online presence.
 - To be able to communicate rules and strategies for keeping safe online to others.
 - To understand what they have learned and be able to share it with others.

Sex and Relationships Education

- To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.
- To understand the physical differences between males and females.
- To value their own body and recognise its uniqueness.
- To understand the benefits of carrying out regular personal hygiene routines.
- To consider who is responsible for their personal hygiene now, and how this will change the future.
- To understand a range of ways illness and disease, e.g. *colds, chickenpox, head lice*, might be spread and how they are able to reduce this.
- To understand what I have learned and be able to share it with others.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

