



|           | Stone Age to Iron Age   |   | Incredible Egyptians  |  | Groovy Greeks  |  |
|-----------|---|---|---|--|--|--|
|           | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
| Science   | <b>Light and shadows</b><br>Why do shadows change size?   | <b>Rocks and soil</b><br>Are all rocks formed in the same way?  | <b>Animals, including humans</b><br>Do all animals have skeletons?  | <b>Plants</b><br>How do plants transport water?  | <b>Forces and magnets</b><br>Are all metals attracted to magnets?                          | <b>Making connections</b><br>Does hand span affect grip strength?                            |
| History   | <b>Changes to Britain from the Stone Age to Iron Age</b><br>When was a better time to live – the Stone, Bronze or Iron Age? |   | <b>Ancient Egyptians</b><br>How do we know about life in Ancient Egypt and how have we been able to find out? |  | <b>Ancient Greece</b><br>How did the Ancient Greeks leave their mark on the world?         |  |
| Geography |   | <b>Settlements</b><br>Are all settlements the same?             |   | <b>Importing food</b><br>Where does our food come from?  |  | <b>Antarctica</b><br>Who lives in Antarctica?  |
| Art       | <b>Painting and mixed media</b><br>Prehistoric painting   |   |   | <b>Craft and Design</b><br>An Egyptian scroll  |  | <b>Sculpture and 3D</b><br>Abstract shape and 3D   |
| DT        |   | <b>Shell structures</b><br>Gift box                             | <b>Textiles – 2D to 3D product</b><br>Cushion   |  | <b>Mechanical systems – levers and linkages</b><br>Moving mythical creature                |  |
| Computing | <b>Computer systems and networks – connecting computers</b><br>Why are networks so important?                               | <b>Programming A – sequencing sounds</b><br>What are sequences? | <b>Creating media – stop frame animation</b><br>How can I create an animation using a computer?               | <b>Data and information – branching databases</b><br>How can I use questioning to organise data? | <b>Creating media – desktop publishing</b><br>How can I create and improve word documents? | <b>Programming B – events and actions in programs</b><br>How can I create a maze in Scratch? |

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| <b>Music</b>   | <b>Ballads</b>  | <b>Creating compositions in response to an animation</b> | <b>Developing singing technique</b>               | <b>Pentatonic melodies and composition</b> | <b>Jazz</b>                                | <b>Traditional instruments and improvisation</b> |
| <b>PE</b>      | <b>Fundamentals Y3/4</b><br><b>Ball Skills</b>            | <b>Kurling</b><br><b>Football</b>                        | <b>Tennis</b><br><b>Gymnastics</b>                | <b>Handball</b><br><b>Dance</b>            | <b>Tag Rugby</b><br><b>Athletics</b>       | <b>Rounders</b><br><b>Dodgeball</b>              |
| <b>RE</b>      | <b>What makes us human?</b>                               | <b>Where do our morals come from?</b>                    | <b>Is scripture central to religion?</b>          | <b>What happens if we do wrong?</b>        | <b>Why is water symbolic?</b>              | <b>Why is fire used ceremonially?</b>            |
| <b>PSHE</b>    | <b>Being in My World</b><br><b>Celebrating Difference</b> |  | <b>Dreams and Goals</b><br><b>Healthy Me</b>      |  | <b>Relationships</b><br><b>Changing Me</b> |  |
| <b>Spanish</b> | Numbers 0-20<br>Greetings                                 | Classroom instructions<br>Christmas                      | Ask for and give name<br>Revision of numbers 0-20 | Colours                                    | Names of fruit<br>Letter sounds            | Days of the week<br>Months of the year           |

# Year 3 curriculum overview for parents and carers

## Science curriculum overview

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| <p><b>Autumn<br/>1</b></p> | <p><b>Light and shadow</b></p> <p>Identifying examples of light sources, the children will learn that light is needed to see and how its absence causes darkness. They will investigate reflection and shadow formation, including how different factors change the shadows observed. They will explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</p>   | <p><b>Autumn<br/>2</b></p> | <p><b>Materials: Rocks and soil</b></p> <p>Studying rocks and their properties, the children will learn how to classify rocks and identify how they were formed. They will look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. The children will investigate the physical properties of rocks and link these to their particular uses and explore soil formation, separate soil using a sedimentation jar and test soil drainage.</p>                 |
| <p><b>Spring<br/>1</b></p> | <p><b>Animals, including humans: Movement and nutrition</b></p> <p>Studying the human skeleton, the children will identify key bones and compare them to other animals explaining the role within the body. They will explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They will study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p> | <p><b>Spring<br/>2</b></p> | <p><b>Plant reproduction</b></p> <p>Building on their prior knowledge of plant structure, the children will describe the functions of names parts and use evidence to explain their significance in plant development. They will investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They will explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.</p> |
| <p><b>Summer<br/>1</b></p> | <p><b>Forces and magnets</b></p> <p>Investigating the movement of vehicles on different surfaces, the children will learn about the impact of friction and compare uses and drawbacks. They will broaden their experiences in writing scientific methods and recording data as they investigate contact and non-contact forces. The children will explore the properties of different magnets and use this to understand their uses.</p>  | <p><b>Summer<br/>2</b></p> | <p><b>Making connections: Does hand span affect grip strength?</b></p> <p>Experimenting, analysing data and drawing conclusions will allow the children to explore the relationship between gloves. They will look to improve the grip strength and apply their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.</p>   |

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## History and Geography curriculum overview

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| <p><b>Autumn<br/>1</b></p> | <p><b>When was the better time to live – the Stone, Bronze or Iron Age?</b></p> <p>The children will study the changes in Britain from the Stone Age, to the Iron Age to develop their chronological understanding of British history. They will acquire historical knowledge whilst developing their understanding of ‘continuity and change’ and ‘similarity and differences’.</p>                      | <p><b>Autumn<br/>2</b></p> | <p><b>Are all settlements the same?</b></p> <p>The children will explore different types of settlements and land use, considering the difference between urban and rural. They will describe the different human and physical features in their local area and how these have changed over time. The children will make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p>   |
| <p><b>Spring<br/>1</b></p> | <p><b>How do we know about life in Ancient Egypt and how have we been able to find out?</b></p> <p>This unit provides the opportunity to study a civilisation from another continent. The children will study in depth the achievements of one of the earliest civilisations: Ancient Egypt. They will acquire historical knowledge whilst developing their understanding of historical significance.</p> | <p><b>Spring<br/>2</b></p> | <p><b>Where does our food come from?</b></p> <p>The children will look at the distribution of the world’s biomes, mapping imports from around the world. They will learn about trading fairly with a specific focus on Cote d’Ivoire and cocoa beans. They will explore where the food for their school lunches comes from and the pros and cons of local versus global.</p>  |
| <p><b>Summer<br/>1</b></p> | <p><b>How did the Ancient Greeks leave their mark on the world?</b></p> <p>The children will study the achievements of the Ancient Greek civilisation, identifying their influence on the western world. They will study Ancient Greece in depth, acquiring historical knowledge whilst developing their understanding of historical significance.</p>  | <p><b>Summer<br/>2</b></p> | <p><b>Who lives in Antarctica?</b></p> <p>The children will learn about latitude and longitude and consider how this links to climate. They will contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They will explore the physical features of a polar region and how humans have adapted to working there, considering that there is no permanent population. The children will study Shackleton’s expedition before planning their own, using mapping skills learnt so far.</p> |

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## Art and DT curriculum overview

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| <p><b>Autumn<br/>1</b></p> | <p><b>Painting and mixed media: Prehistoric painting</b></p> <p>The children will explore prehistoric art. They will investigate making their own paints and tools and try painting on different surfaces.</p>  | <p><b>Autumn<br/>1</b></p> | <p><b>Shell structures: Gift box</b></p> <p>The children will develop and use their knowledge of nets of cubes and cuboids and, where appropriate, more complex shapes. They will learn how to construct strong, stiff shell structures to produce their gift box.</p>  |
| <p><b>Spring<br/>1</b></p> | <p><b>Textiles 2D and 3D: Cushion</b></p> <p>The children will learn how to strengthen, stiffen and reinforce existing fabrics. They will learn how to securely join two pieces of fabric together and begin to understand the need for patterns and seam allowances.</p>   | <p><b>Spring<br/>2</b></p> | <p><b>Craft and design: An Egyptian scroll</b></p> <p>The children will learn about the way colour, scale and pattern influenced ancient Egyptian art. They will explore the technique of papermaking to create papyrus-style scrolls and extend their ideas to create a modern response by designing a 'zine'.</p> |
| <p><b>Summer<br/>1</b></p> | <p><b>Mechanical systems levels and linkages: Moving mythical creature</b></p> <p>The children will learn how to use lever and linkage mechanisms. They will distinguish between fixed and loose pivots. At the end of the project, they will evaluate their own mythical creature against criteria and user needs.</p> | <p><b>Summer<br/>2</b></p> | <p><b>Sculpture and 3D: Abstract shape and 3D</b></p> <p>The children will explore how shape and negative spaces can be represented by 3D forms. They will manipulate a range of materials to learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>       |

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## Computing curriculum overview

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|------------------------|--|------------------------|---|
| <p><b>Autumn 1</b></p> | <p><b>Computer systems and networks – Connecting computers</b></p> <p>The children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, they will be introduced to computer networks, including devices that make up a network’s infrastructure, such as wireless access points and switches. Finally, they will discover the benefits of connecting devices in a network.</p>  | <p><b>Autumn 2</b></p> | <p><b>Programming A – Sequencing sounds</b></p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most of the children. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. The children will also apply stages of program design through this unit.</p>   |
| <p><b>Spring 1</b></p> | <p><b>Creating media – Stop frame animation</b></p> <p>The children will use a range of techniques to create a stop-frame animation using laptops. Next, they will apply those skills to create a story-based animation. This unit will conclude with the children adding other types of media to their animation, such as music and text.</p>   | <p><b>Spring 2</b></p> | <p><b>Data and information – Branching Databases</b></p> <p>The children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. They will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>  |
| <p><b>Summer 1</b></p> | <p><b>Creating media – Desktop publishing</b></p> <p>The children will become familiar with the term ‘text’ and ‘images’. They will look at emojis and understand that they can be used to communicate messages offline and online. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve pre-made documents. They will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. The children will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p> | <p><b>Summer 2</b></p> | <p><b>Programming B – Events and actions in programs</b></p> <p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. The children will begin by moving a sprite in four directions (up, down, left, and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of <b>Pen</b> blocks. The children are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with the children designing and coding their own maze-tracing program.</p> |

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## Music curriculum overview

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|----------------------------|--|----------------------------|---|
| <p><b>Autumn<br/>1</b></p> | <p><b>Ballads</b></p> <p>The children will learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, they will carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p> | <p><b>Autumn<br/>2</b></p> | <p><b>Creating compositions in response to an animation</b></p> <p>The children will learn to tell stories through music. They will listen to music and consider the narrative it could represent. They will pay close attention to the dynamics, pitch and tempo and how they change. They will create original compositions to match an animation, building up layers of texture.</p> |
| <p><b>Spring<br/>1</b></p> | <p><b>Developing singing techniques</b></p> <p>The children will develop their singing technique. They will learn to keep in time and work on musical notation and rhythm. The unit finishes with a group performance of a song with actions.</p>  | <p><b>Spring<br/>2</b></p> | <p><b>Pentatonic melodies and composition</b></p> <p>The children will revise key musical terminology, playing and creating pentatonic melodies. They will compose a piece of music using layered melodies.</p>   |
| <p><b>Summer<br/>1</b></p> | <p><b>Jazz</b></p> <p>The children will learn about ragtime style music, traditional jazz and scat singing. They will create a jazz motif using a swing rhythm.</p>  | <p><b>Summer<br/>2</b></p> | <p><b>Traditional instruments and improvisation</b></p> <p>The children will listen to a range of rag and tag music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>  |

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## PE curriculum overview

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| <p><b>Autumn 1</b></p> | <p><b>Fundamentals 3/4</b><br/>In this unit children will be given the opportunity to develop their ability to change direction with balance and control. They will explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p><b>Ball skills</b><br/>In this unit children will develop a variety of ball skills without the restrictions of specific rules related to well-known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn how to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games.</p>                                | <p><b>Autumn 2</b></p> | <p><b>Football</b><br/>In this unit children will develop their understanding of the attacking and defending principles of invasion games. In all games, activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In football children will do this by maintaining possession and moving the ball toward goal to score.</p> <p><b>Kurling</b><br/>In this unit children build on the skills of Kurling from KS1.</p>  |
| <p><b>Spring 1</b></p> | <p><b>Tennis</b><br/>In this unit children will develop their understanding of the principles of net and wall games. In all games' activities, children have to think about how to use skills, strategies and tactics to outwit the opposition. They will learn key skills such as racket control, hitting a ball and how to score points.</p> <p><b>Gymnastics</b><br/>In this unit children will develop balancing, rolling and jumping. They will use skills individually and in combination. They will develop their sequence work, collaboration with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.</p>  | <p><b>Spring 2</b></p> | <p><b>Handball</b><br/>In this unit children will develop their understanding of the attacking and defending principles of invasion games. In all games' activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In handball, children do this by maintaining possession and moving the ball towards goal to score.</p> <p><b>Dance</b><br/>In this unit children will create dances in relation to an idea. They will work individually, with a partner and in small groups, sharing their ideas. They will develop their use of counting and rhythm. Children will learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> |
| <p><b>Summer 1</b></p> | <p><b>Tag rugby</b><br/>In this unit children will develop their understanding of the attacking and defending principles of invasion games. In all games' activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby children do this by maintaining possession and moving the ball towards the try line to score.</p> <p><b>Athletics</b><br/>In this unit children will develop basic running, jumping and throwing techniques. They will set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> | <p><b>Summer 2</b></p> | <p><b>Rounders</b><br/>In this unit children will explore their understanding of the principles of striking and fielding. They will learn how to score points by striking a ball into space and running around cones or bases. When fielding, they will learn how to play in different fielding roles. They will focus on developing throwing, catching and batting skills. In all games, they will think about how they use skills, strategies and tactics to outwit their opposition.</p> <p><b>Dodgeball</b><br/>In dodgeball children will learn how to apply simple tactics to outwit their opponents by hitting opponents with a ball whilst avoiding being hit. Children are given opportunities to play games independently are taught the importance of fair play.</p>                   |



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RE curriculum overview

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| <p><b>Autumn<br/>1</b></p> | <p><b>What makes us human?</b></p> <p>Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children will design the cover and blurb for a book titled ‘What makes us human?’</p>          | <p><b>Autumn<br/>2</b></p> | <p><b>Where do our morals come from?</b></p> <p>Thinking about how people decide what it means to live a good life, the children will reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.</p>                 |
| <p><b>Spring<br/>1</b></p> | <p><b>Is scripture central to religion?</b></p> <p>Reflecting on what revelation means to some people, the children will explore the significance of some scriptures from the way some people treat and use them.</p>               | <p><b>Spring<br/>2</b></p> | <p><b>What happens if we do wrong?</b></p> <p>Investigating who has the authority to decide the consequences of wrongdoing, the children will explore beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.</p> |
| <p><b>Summer<br/>1</b></p> | <p><b>Why is water symbolic?</b></p> <p>Looking at the many ways water is used in rituals and ceremonies, the children will experience its symbolic use and learn about the historical connections water has in some religions.</p> | <p><b>Summer<br/>2</b></p> | <p><b>Why is fire used ceremonially?</b></p> <p>Continuing to look at symbolism, the children will explore the use of fire in many ceremonies and as a symbol of remembrance. They will design an eternal flame inspired by the symbolic use of fire.</p>           |

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## PSHE curriculum overview

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| <p><b>Autumn 1</b></p> | <p><b>Being Me in My World</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Understand that they are important</li> <li>• Know what a personal goal is</li> <li>• Understanding what a challenge is</li> <li>• Know why rules are needed and how these relate to choices and consequences</li> <li>• Know that actions can affect others' feelings</li> <li>• Know that others may hold different views</li> <li>• Know that the school has a shared set of values</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <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> <li>• Make other people feel valued</li> <li>• Develop compassion and empathy for others</li> <li>• Be able to work collaboratively</li> </ul> | <p><b>Autumn 2</b></p> | <p><b>Celebrating Difference</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know why families are important</li> <li>• Know that everybody's family is different</li> <li>• Know that sometimes family members don't get along and some reasons for this</li> <li>• Know that conflict is a normal part of relationships</li> <li>• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Be able to show appreciation for their families, parents and carers</li> <li>• Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>• Empathise with people who are bullied</li> <li>• Employ skills to support someone who is bullied</li> <li>• Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> </ul>                       |
| <p><b>Spring 1</b></p> | <p><b>Dreams and Goals</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know that they are responsible for their own learning</li> <li>• Know what their own strengths are as a learner</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 how to evaluate their own learning progress and identify how it can be better next time</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Imagine how it will feel when they achieve their dream / ambition</li> </ul>   | <p><b>Spring 2</b></p> | <p><b>Healthy Me</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Know exercise affects their bodies</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know when something feels safe or unsafe</li> <li>• Know that their bodies are complex and need taking care of</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice</li> <li>• Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• Respect their own bodies and appreciate what they do</li> </ul> |

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|                 | <ul style="list-style-type: none"> <li>• Can break down a goal into small steps</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>   |                 |   |
| <b>Summer 1</b> | <p><b>Relationships</b></p> <p><i>Knowledge</i></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 that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</li> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know the lives of children around the world can be different from their own</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can identify similarities in children's rights around the world</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> | <b>Summer 2</b> | <p><b>Changing Me</b></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> <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>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>• Know that babies need love and care from their parents/carers</li> <li>• Know some of the changes that happen between being a baby and a child</li> <li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>• Know some of the outside body changes that happen during puberty</li> </ul> <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Can express how they feel about babies</li> <li>• Can describe the emotions that a new baby can bring to a family</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 identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>• Can identify changes they are looking forward to in the next year</li> <li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul> |

Please see the learning journey and long-term plan which can be found on the website under 'Teaching and Learning: Our Curriculum'