



## Stanley Primary School Curriculum Map: Year 3 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>National Curriculum</b>					
	<b>Vocabulary, Grammar, Punctuation (and Spelling)</b>					
	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</li> <li>• Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>• Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</li> <li>• Introduction to inverted commas to punctuate direct speech.</li> <li>• Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).</li> </ul>					
	<b>Guided Reading Class Novel:</b> The Hodgeheg by Dick King Smith Amelia Fang by Laura Ellen Anderson	<b>Guided Reading Class Novel:</b> Tinsel by Sibeal Pounder	<b>Guided Reading Class Novel:</b> Milton the Mighty by Emma Read	<b>Guided Reading Class Novel:</b> Kid Normal by Greg James & Chris Smith	<b>Guided Reading Class Novel:</b> Kid Normal by Greg James & Chris Smith	<b>Guided Reading Class Novel:</b> The Wild Robot by Peter Brown
English	<b>Text: Into The Forest by Anthony Brown</b> <ul style="list-style-type: none"> <li>• To enjoy a story and discuss its meanings</li> <li>• To explore narrative plot, settings, characters and draw inferences to aid understanding</li> <li>• To write texts based on fictional experiences</li> <li>• To write a narrative from a character's point of view</li> <li>• To compose play scripts and perform them for a chosen audience.</li> </ul>	<b>Text: Pugs of the Frozen North</b> <ul style="list-style-type: none"> <li>• To build an imaginative picture of a fantasy world, based on real life experiences</li> <li>• To explore these through role-play and through writing in role</li> <li>• To write their own stories based on the story read from another character's point of view.</li> </ul>	<b>Text: The First Drawing</b> <ul style="list-style-type: none"> <li>• To use description to create characters and description.</li> <li>• Narrative recount.</li> <li>• To engage children with a story told through a mixture of speech and visual imagery.</li> <li>• To explore themes and issues, and develop and sustain ideas through discussion.</li> <li>• To use and begin to punctuate speech in our writing.</li> <li>• To write in role in order to explore and develop empathy for characters.</li> </ul>	<b>Text: Poetry Pie by Roger McGough</b> <ul style="list-style-type: none"> <li>• To explore and understand the importance of poetry as a genre</li> <li>• To know how to listen and respond to a wide range of poems from a single poet collection</li> <li>• To understand that poems are written for different reasons</li> <li>• To interpret poems for performance</li> <li>• To gain and maintain the interest of the listener through effective performance of poems</li> <li>• To be able to recognise different poetic forms, such as rhyming couplets, clerihews, riddles, concrete poems</li> <li>• To recognise how a poet uses poetry as a voice to express their own feelings and views</li> <li>• To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader</li> </ul>	<b>Text: Cloud Tea Monkeys</b> <ul style="list-style-type: none"> <li>• Descriptive passage,</li> <li>• 'How to' guide</li> <li>• Letter</li> <li>• Discussion</li> <li>• Non-chronological report</li> </ul>	<b>Text: Pebble In My pocket</b> <ul style="list-style-type: none"> <li>• In depth exploration of non-fiction texts.</li> <li>• To present understanding in writing, drawing and performance.</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	<b>Fluency, problem solving &amp; Reasoning</b>					
	<ul style="list-style-type: none"> <li>Numbers and the Number System</li> <li>Counting and Comparing</li> <li>Visualising and Constructing</li> <li>Number: Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Number: Addition and Subtraction</li> <li>Number: Multiplication and Division</li> <li>Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication and Division</li> <li>Measurement: Money</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Length and perimeter</li> <li>Number: Fractions</li> <li>Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>Number: Fractions</li> <li>Measurement: Time</li> </ul>	<ul style="list-style-type: none"> <li>Geometry – Properties of Shapes</li> <li>Measurement: Mass &amp; Capacity</li> <li>Consolidation</li> </ul>
Science	<b>Working Scientifically.</b> <i>Children will:</i>					
	<ul style="list-style-type: none"> <li>Ask relevant questions and using different types of scientific enquiries to answer them <ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests</li> </ul> </li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers <ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul> </li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <ul style="list-style-type: none"> <li>Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> </li> </ul>					
	<b>Animals including Humans</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<b>Light</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the sizes of shadows change.</li> </ul>	<b>Forces and Magnets</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<b>Plants</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.</li> <li>Investigate the ways in which water is transported within plants.</li> <li>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<b>Plants</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>Investigate the ways in which water is transported within plants.</li> <li>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<b>Rocks</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>

Computing	<p><b>Data Handling: Branching data bases</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>Develop their understanding of what a branching database is and how to create one.</li> <li>Gain an understanding of what attributes are and how to use them to sort objects using yes/no questions.</li> <li>Create physical and on-screen branching databases.</li> <li>Evaluate the effectiveness of branching databases and will decide what types of data should be presented using a branching database.</li> </ul>	<p><b>Multimedia and word processing: Digi maps</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>use search technologies effectively to locate places on a map.</li> <li>Use technology to add labels, graphics to a map.</li> <li>Modify and edit digital content.</li> <li>Save and retrieve digital content.</li> <li>select, use and combine a variety of software (including internet services) that accomplish given goals, including collecting, analysing, evaluating and presenting data and information on a map.</li> <li>use technology safely, respectfully and responsibly;</li> </ul>	<p><b>Computer Systems &amp; Networks: Online Safety - Making Friends Online &amp; Developing an understanding of digital devices.</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.</li> <li>digital and non-digital devices.</li> <li>be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches.</li> <li>discover the benefits of connecting devices in a network.</li> <li>use technology safely, respectfully and responsibly; recognise</li> <li>consider what is acceptable/unacceptable behaviour</li> <li>identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Programming: Conditional Events</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>Learn how to program a sequence of actions, making different pieces of code execute at different times</li> <li>Practise using time to program a sequence of actions and make simple animation</li> <li>Learn how to program a sequence of objects to appear and disappear at specific times</li> <li>Learn to design, write and debug their own app; using the skills learn in the unit.</li> </ul>	<p><b>Programming: Conditional Events</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>Learn how to program a sequence of actions, making different pieces of code execute at different times</li> <li>Practise using time to program a sequence of actions and make simple animation</li> <li>Learn how to program a sequence of objects to appear and disappear at specific times</li> <li>Learn to design, write and debug their own app; using the skills learn in the unit.</li> </ul>	<p><b>Programming: Sequencing</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>Learn how to use conditional 'if' statements to - program a maze game, learn to use the tip function to move the ball when the tablet/iPad tips, to program a simple game; use 'if hit' statements to check if objects have collided</li> <li>Learn to design and make your own app; practise using conditional events in code and debugging code when there is a problem</li> </ul>
History	<p><b>Stone Age to Iron Age</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>understand what we mean by the term chronology and use the terms century, BC and AD</li> <li>understand what is meant by the term prehistory</li> <li>develop an understanding of how long ago the Stone Age was, and how long it lasted</li> <li>develop an understanding of how our knowledge of the past is constructed from a range of sources.</li> <li>To discuss what life was like in the very distant past, for our hominid 'cousins' and ancestors</li> <li>To consider how resourceful and resilient early humans must have been to survive with very simple tools and sometimes in harsh climates</li> <li>Develop a sense of chronology of the key periods within the Stone Age</li> <li>Explore and investigate changes in Britain from the Stone Age to the Iron Age</li> <li>Make judgements and draw conclusions based on the evidence presented to them</li> <li>Ask and answer historical questions</li> </ul>			<p><b>Roman Britain</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>understand the difference between invaders and settlers</li> <li>understand the size and timescale of the Roman empire by drawing conclusions from maps and timelines</li> <li>explore the turning points in Boudica's rebellion against the Romans</li> <li>understand that there are differences in the way that historical characters have been portrayed in history books</li> <li>develop an understanding of how long ago the Romans invaded Britain, and how long it lasted</li> <li>explore the legacy left in Britain by the Roman Empire.</li> <li>develop an understanding of how our knowledge of the past is constructed from a range of sources.</li> <li>To discuss what life was like during the Roman Empire.</li> <li>Explore and investigate changes in Britain during the Roman Empire</li> <li>Ask and answer historical questions drawing on a range of sources.</li> </ul>		
Geography	<p><b>Exploring Guadalajara, Spain</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>Ask geographical questions, collect and record evidence, develop atlas and map skills, use a range of resources including atlases, books and websites to find information, analyse evidence and make conclusions</li> </ul>			<p><b>Ambleside v Blackpool</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>Ask geographical questions, collect and record evidence, develop atlas and map skills, use a range of resources including atlases, books and websites to find information, analyse evidence and make conclusions</li> <li>Identify where Blackpool and Ambleside are in the United Kingdom and describe their localities</li> <li>Consider and begin to explain the physical and human characteristics of Blackpool and Ambleside</li> </ul>		

	<ul style="list-style-type: none"> <li>• Locate the countries in Europe and some of the capital cities on a map, as well as the seas and oceans surrounding Europe</li> <li>• Have a clear understanding of the differences in climate between Blackpool and Madrid</li> <li>• Recognise and locate some of the key physical and human features in Madrid</li> <li>• Locate accurately a range of physical and human features on a map of Madrid and begin to identify land uses and describe their distribution</li> <li>• Recognise similarities and differences in the cultural characteristics of the two localities</li> <li>• Describe the distribution of tourist featured within a locality and reach some simple conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons why tourists would visit Ambleside and Blackpool</li> <li>• Describe how environments and communities may change over time with particular reference to tourism in Blackpool and Ambleside</li> <li>• Explain their views using evidence about hill-farming</li> </ul>
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Art	<b>Drawing</b>	<b>Painting</b>
	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Investigate and explore a range of visual mark making in the style of Vincent Van Gogh.</li> <li>• Sort, select and compare graphic marks</li> <li>• Investigate the visual element of tone (light and dark).</li> <li>• Explore different pencil positions, pressures, hatching and cross-hatching to produce a range of different light and dark tones.</li> <li>• Compare ideas and approaches.</li> <li>• Increase the scale of an image by working in close-up.</li> <li>• Develop an image using the imagination.</li> </ul> <p>Discuss work and decide what they would like to adapt and develop further in their images.</p>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• mix colour tints using primary and secondary colours + white</li> <li>• say what they think and feel about their work.</li> <li>• understand tint and tone through practical experience.</li> <li>• Identify and use specific painting techniques in the work of Vincent Van Gogh.</li> <li>• Experiment with paint application to represent specific ideas.</li> <li>• Experiment with tonking and sgraffito techniques to develop their work.</li> <li>• Adapt their work and develop their skills of control of tools and techniques.</li> </ul>

DT	<b>Mechanisms, Levers and Linkages – Making a pop-up card.</b>	<b>Food: following a recipe to make a savoury dish – bread</b>
	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Investigate and explore interactive books and cards to learn about how some systems work.</li> <li>• Learn how to make a range of mechanical systems including box folds, mouth folds, sliders and levers with waving movements.</li> <li>• Design and evaluate their own interactive cards.</li> </ul>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• investigate bread including how it is made and the varieties found around the world.</li> <li>• learn about the role of bread, and meals which include bread, in a healthy, varied diet.</li> <li>• practice bread making skills while working safely and hygienically.</li> <li>• design, make and evaluate their own bread dish.</li> </ul>

RE	<b>Who should we follow?</b>				
	<b>Christianity (God) How and why have some people served God?</b>	<b>Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?</b>	<b>Christianity (Jesus) What does it mean to be a disciple of Jesus?</b>	<b>Christianity (Church) What do Christians mean by the 'holy Spirit'?</b>	<b>Hindu Dharma Why is family an important part of Hindu life?</b>
	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• investigate stories of prophets &amp; consider how &amp; why these people chose to follow the word of God.</li> <li>• identify Christian beliefs &amp; values about God that are demonstrated in these stories.</li> <li>• think about what is meant by a 'vocation'.</li> <li>• explore the lives of Christians who have served God.</li> <li>• consider why the idea of serving others is important.</li> </ul>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• develop an understanding of the importance of the prophet Muhammad for the Islamic community &amp; why he is seen as a good role model.</li> <li>• learn about the Islamic beliefs and values found within the story of the prophet Muhammad &amp; understand the impact these might have on Muslims.</li> </ul>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• explore the concept of discipleship in Christianity - what does it mean to be a follower of Jesus?</li> <li>• learn about the disciples &amp; consider why these men decided to become followers of Jesus.</li> <li>• investigate the work of a Christian organisation that helps those in need &amp; explain how this is an example of Christian values in action.</li> <li>• consider what motivates people to make a difference?</li> <li>• think about any shared human values that should affect the way we treat others.</li> </ul>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• explore Christian beliefs about the holy spirit &amp; the impact that believing in the holy spirit might have on the life of the believer.</li> <li>• learn about the fruit of the spirit - the characteristics of a Christian individual or community inspired by the holy spirit.</li> <li>• investigate the different forms of worship in Christianity &amp; why the holy spirit is important for some forms of worship.</li> <li>• discuss what does it mean to be a successful human being</li> </ul>	<p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• explore the concept of duty within Hinduism.</li> <li>• consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family.</li> <li>• learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities</li> <li>• investigate how worshipping in the home might bring the family together and might be a reminder of the duty to lead a moral life.</li> <li>• consider why family is so important to many humans.</li> <li>• consider the responsibilities that families have towards each other.</li> </ul>

	<ul style="list-style-type: none"><li>• explore what qualities good leaders have.</li><li>• consider how we should decide who to follow and who not to follow.</li></ul>	<ul style="list-style-type: none"><li>• suggest different ways that a Muslim might try and be charitable today.</li><li>• consider why communities need leaders and role models.</li><li>• consider what inspires humans to be charitable to others.</li></ul>		<p>&amp; how we can best share our talents.</p>	
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Music	<b>Let Your Spirit Fly</b> Children learn about R&B music through learning to sing an R&B song. They learn to improvise on 3 notes and to compose a simple melody and perform it as a class.	<b>Performing</b> Children sing a range of songs with more than one part focusing on expression, good diction and a growing sense of pitch.	<b>Painting with sound</b> Children listen to program music and identify what the piece is about. They use pictures as a starting point to compose their own pieces of music using tuned and untuned percussion instruments..	<b>Glockenspiel Stage 2 – reading music</b> Children learn to play simple pieces of music using standard notation. Paying particular attention to crotchets, quavers, minims and rests.	<b>Unit 14 Exploring singing games / salt pepper vinegar mustard</b> Children learn to accurately sing playground rhymes and to play the accompanying game.	<b>Exploring arrangements/ the orchestra</b> Children listen to a variety of classical music and then interpret it in their own way through art work, movement and composition.
PE	<b>Multi-Skills 1</b> <ul style="list-style-type: none"> <li>Travelling in different ways.</li> <li>Moving balls in different ways.</li> <li>Throwing and passing.</li> <li>Throwing for accuracy.</li> <li>Small team games.</li> </ul> <b>Multi-Skills 2</b> <ul style="list-style-type: none"> <li>Pass and dribble a ball in small sided games.</li> <li>Passing and moving skills – making quick decisions</li> <li>Controlling a racket, aiming and footwork</li> <li>Underarm throwing for accuracy.</li> <li>Tracking and fielding skills</li> </ul>	<b>Racquet Games</b> <ul style="list-style-type: none"> <li>Forehand hitting and rallies.</li> <li>Hitting moving objects into targeted areas.</li> <li>Footwork.</li> </ul> <b>Dance – Myths &amp; Legends</b> <ul style="list-style-type: none"> <li>Follow dance movements.</li> <li>Add to the structure of a dance.</li> <li>Perform movements with control and fluency</li> <li>Create own dance movements</li> </ul>	<b>Fundamental Movements</b> <ul style="list-style-type: none"> <li>Perform locomotion skills with control.</li> <li>Apply tactics to a game.</li> <li>Implement specific tactics based on own personal strengths.</li> <li>Reflect on skills.</li> </ul> <b>Yoga</b> <ul style="list-style-type: none"> <li>Perform basic yoga movements.</li> <li>Reflect how movements affect key skeletal parts.</li> <li>Discuss the importance of breath and control during movements.</li> <li>Balance and control</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Perform a sequence of contrasting actions.</li> <li>Perform a sequence with consistency, coordination &amp; control</li> <li>Combine balances on different parts of the body both on the floor and on apparatus.</li> <li>Demonstrate body tension.</li> <li>Begin to recognise how performance can be improved.</li> </ul> <b>Commando Jo- Earnest Shakleton</b> Children will learn: <ul style="list-style-type: none"> <li>Articulate Strengths &amp; needs.</li> <li>Understand that you can learn from mistakes.</li> <li>Teamwork &amp; collaboration.</li> <li>Solve problems and find solutions.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Develop more control over movements and look at ways to start to improve performances.</li> <li>Take part in a variety of relay races.</li> <li>Throw a variety of objects with control using different techniques.</li> <li>Run at varying paces.</li> </ul> <b>Comando Joe - Nellie Bly</b> Children will learn: <ul style="list-style-type: none"> <li>To understand how determination and self-discipline can help us to achieve new things.</li> </ul>	<b>Basketball and Netball Skills</b> <ul style="list-style-type: none"> <li>Throwing for accuracy</li> <li>Skills of passing the ball and moving.</li> <li>Dribbling for basketball when appropriate</li> <li>Shooting skills</li> <li>Working as a team</li> <li>Footwork skills.</li> </ul> <b>Striking and Fielding Games</b> <ul style="list-style-type: none"> <li>Develop striking and fielding skills</li> <li>Discuss and apply tactics for attacking and defending.</li> <li>Catching skills.</li> </ul>
MFL – Spanish	Celebrations - Numbers Days Months	Celebrations – Birthdays and Christmas, to ask and answer questions	Classroom Objects	Pets – naming animals, making plurals and making sentences	Pets – Writing sentences	Spanish phonics and revision of the year.
PSHE	<b>Keeping/Staying Safe - Leaning out of Windows</b> <ul style="list-style-type: none"> <li>know ways to keep yourself and others safe</li> <li>be able to recognise risky situations</li> <li>be able to identify trusted adults around you</li> <li>understand the differences between safe and risky choices</li> </ul>	<b>Being Responsible - Stealing</b> <ul style="list-style-type: none"> <li>understand the differences between borrowing and stealing</li> <li>be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>know why it is wrong to steal</li> </ul>	<b>Keeping/Staying Healthy - Medicines</b> <ul style="list-style-type: none"> <li>know, understand, and be able to practise simple safety rules about medicine</li> <li>understand when it is safe to take medicine</li> <li>know who we can accept medicine from</li> <li>understand the differences between healthy</li> </ul>	<b>Computer Safety - Making Friends Online</b> <ul style="list-style-type: none"> <li>be able to identify possible dangers and consequences of talking to strangers online</li> <li>know how to keep safe in online chatrooms be able to name the positives and negatives of using technology</li> <li>understand the difference between safe and risky choices online</li> </ul>	<b>Our World - Looking After Our World</b> <ul style="list-style-type: none"> <li>be able to explain the meaning of reduce, reuse, and recycle</li> <li>recognise how we can help look after our planet</li> <li>be able to identify how to reduce the amount of water and electricity we use</li> <li>understand how we can reduce our carbon footprint</li> </ul>	<b>Feelings &amp; Emotions - Grief</b> <ul style="list-style-type: none"> <li>be able to recognise and name emotions and their physical effect</li> <li>know the difference between pleasant and unpleasant emotions</li> <li>learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>understand that feelings can be communicated with and without words</li> </ul>

		<ul style="list-style-type: none"><li>• be able to understand the differences between being responsible and irresponsible</li></ul>	and unhealthy choices			
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