



**Year 3 Long Term Planning Overview**

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	How did the people of the Stone Age, Bronze Age and Iron Age live?	Whose job is it to look after the natural world?	How has coal mining shaped our locality?	How are seeds dispersed?	The Ancient Egyptians: Who were they and what did they leave behind?	What was life like in the earliest civilisations?
Focus Text	This Morning I Met a Whale – Michael Morpurgo		The Firework Maker’s Daughter – Philip Pullman		Charlotte’s Web – E.B. White	
Supporting Texts	Window – Jeannie Baker Dear Greenpeace – Simon James One Word – Michael Foreman (SharePoint) Dolphin Boy – Michael Morpurgo Why the Whales Came – Michael Morpurgo		The Secret of the Black Rock – Joe Todd Stanton The Bear and the Piano – David Litchfield		The Scarecrow – Beth Ferry	
	<b>Non-Fiction</b> All About Whales End Plastic Pollution Oceans Whale Facts Whaling and Pollution White Egrets (SharePoint)	<b>Poetry</b> The Song of the Whale – Kit Wright Pollution – Acrostic Poem (SharePoint)	<b>Non-Fiction</b> Pirates: Fact or Fiction Captain Blackbeard Enormous Eruptions Mount Everest Parts of a Volcano All about Elephants (SharePoint)	<b>Poetry</b> Firework Night – Enid Blyton The Magic Box – Kit Wright How Far I’ll Go – Moana Speechless – Aladdin (SharePoint)	<b>Non-Fiction</b> Drawing Awesome Farm Animals – Epic Creepy But Cool: Spiders – Epic	<b>Poetry</b> The Spider and the Fly – Mary Howitt Bed in Summer – Robert Louis Stevenson True Colours – Cyndi Lauper
Immersive Environment	Prehistoric / Cave		Forest with Plants		Pyramid / Ancient Egypt	
<b>CORE SUBJECTS</b>						
English (Talk 4 Writing)	<b>Fiction</b> Text: Little Red Riding Hood Story Pattern: Warning Story Focus: Setting <b>Poetry Week</b> Theme: Refuge	<b>Fiction</b> Text: The Cobbler of Krakow Story Pattern: Overcoming the Monster Focus: Character <b>Non-Fiction</b> Text: How to Trap a Dragon Text Type: Instructions	<b>Non-Fiction</b> Text: How Chocolate is Made Text Type: Explanation <b>Invention Week</b> Text: Chinese New Year: How Do We Display Similarities to Our Zodiac Animals? Text Type: Discussion	<b>Fiction</b> Text: The Wardrobe Story Pattern: Portal Focus: Action <b>Shakespeare Week</b> Text: Puck’s Diary Text Type: Recount	<b>Fiction</b> Text: The Search for Viola Story Pattern: Quest / Fantasy Focus: Dialogue <b>Non-Fiction</b> Text: The Stone Trolls Text Type: Information	<b>Fiction</b> Text: Midas Story Pattern: Character Flaw Focus: Description <b>Invention Week</b> Text: Paris 2024 Olympics: Visit (One of the Countries Taking Part in the Olympics) Text Type: Persuasion
Maths	<b>Number:</b> Place Value <b>Number:</b> Addition & Subtraction <b>Number:</b> Multiplication and Division		<b>Number:</b> Multiplication and Division <b>Measurement:</b> Length and Perimeter <b>Number:</b> Fractions <b>Measurement:</b> Mass and Capacity		<b>Number:</b> Fractions <b>Measurement:</b> Money <b>Measurement:</b> Time <b>Geometry:</b> Shape <b>Statistics</b>	
<b>FOUNDATION SUBJECTS</b>						
Science	<b>Rocks:</b> <b>Key Questions:</b> Are all rocks the same? How are fossils formed? What is weathering? What is soil? <b>Key Vocabulary:</b> Fossilisation, Fossil, Igneous Rock, Metamorphic Rock, Particle, Sedimentary Rock, Soil, Weathering <b>Book Link:</b> Stone Age Boy The Secrets of Stonehenge	<b>Animals including Humans:</b> <b>Key Questions:</b> What is a skeleton? What does a skeleton do? How do muscles support movement? Why do humans need the right amount of nutrition? Do animals need the same amount of nutrition as each other? <b>Key Vocabulary:</b> Biceps, Bone, Muscle, Nutrition, Joint, Skeleton, Ribcage, Skull, Brain, Heart, Lungs,	<b>Light:</b> <b>Key Questions:</b> What is the difference between light and dark? How can the sun be a harmful light source? What are opaque, transparent, and translucent materials? How are shadows formed? How does the size of a shadow change? Which materials reflect light?	<b>Plants:</b> <b>Key Questions:</b> What are plants? How is water transported through plants? Why do some plants have flowers? How are seeds dispersed? What is the life cycle of a plant? <b>Key Vocabulary:</b> Carbon Dioxide, Fertilisation, Flower, Germination, Leaves, Nutrients, Photosynthesis, Pollination, Roots,	<b>Forces and Magnets (1):</b> <b>Key Questions:</b> How do forces act on objects? How does friction affect an object’s movements? <b>Forces and Magnets (2):</b> <b>Key Questions:</b> What is a magnet? Are all materials magnetic? How can you make an object magnetic? <b>Key Vocabulary:</b> Attract, Force, Friction, Magnet, Magnetic, Magnetic Pole, Not Magnetic, Push, Pull, Repel <b>Scientist and Inventors Link:</b> William Gilbert	



	<p><b><u>Scientist and Inventors Link:</u></b> Mary Anning</p>	<p>Protection, Movement, Support, Triceps</p> <p><b><u>Book Link:</u></b> Dogs: Purrfect Pets</p> <p><b><u>Scientist and Inventors Link:</u></b> Andreas Vesalius</p>	<p><b><u>Key Vocabulary:</u></b> Artificial Light Source, Beam, Blocked, Bounces, Dark, Light, Light Source, Natural Light Source, Opaque, Reflection, Reflector, Shadows, UV Rays</p> <p><b><u>Book Link:</u></b> You Wouldn't Want to be a Victorian Miner</p> <p><b><u>Scientist and Inventors Link:</u></b> Thomas Edison</p>	<p>Seed Dispersal, Stem, Transpiration, Wilt, Xylem</p> <p><b><u>Scientist and Inventors Link:</u></b> Julius von Sachs</p>	
History	<p><b><u>Changes in Britain from the Stone Age to the Iron Age</u></b></p> <p><b><u>NC Link:</u></b> <i>Explore the difference between the Stone Age in Britain and the Stone Age in Mesoamerica How societies used available technology and developed it to meet needs and (new) demands</i></p> <p><b><u>Enquiry Questions:</u></b> What was 'new' about the New Stone Age? Which was better, bronze or iron? If you were Julius Caesar, would you have invaded Britain in 55BC? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p><b><u>Key Vocabulary:</u></b> Bronze, Farming Techniques, Flint, Iron, Settlement, Tribes</p>				<p><b><u>Ancient Egypt (3100BC – 30BC):</u></b> <i>How did the civilisation of Egypt wax and wane?</i></p> <p><b><u>Enquiry Questions:</u></b> Who built the Great Pyramid at Giza? Why did Hatshepsut send an expedition to Punt? What did Akhenaten do that made him so hated? What happened to Akhenaten's successors? Why do we remember Ramesses II? How did Ptolemy II contribute to trade? How did the civilisation of Egypt end?</p> <p><b><u>Key Vocabulary:</u></b> Afterlife, Mummification, Embalming, Sarcophagus, God-King, Obelisk, Scarab, Papyrus, Hieroglyphs, Inundation, Irrigation, Delta</p> <p><b><u>Book Link:</u></b> Howard and the Mummy</p> <p><b><u>Comparing Ancient Civilisations</u></b> <i>What do all the Ancient Civilisations have in common?</i> Ancient Egypt, Sumer, Indus, and Shang Dynasty in Ancient China</p> <p><b><u>NC Links:</u></b> <i>Where and when the first civilisations appeared.</i></p> <p><b><u>Enquiry Questions:</u></b> Was everyone an Ancient Egyptian? What else was happening in the world at the time of the Ancient Egyptians? What would the ancient civilisations need to have to function as a city? What was the greatest achievement of each civilisation?</p> <p><b><u>Key Vocabulary:</u></b> Civilisation, Dynasty, Location, River, Valley, Irrigation, Achievements</p>



<p>Geography</p>			<p><b><u>Mining Communities – Economic Activity and Land Use (Local Geography):</u></b>  <i>Local Geography – Trade, Location and Place, Human-Environment Interaction</i></p> <p><b><u>Key Questions:</u></b>          Where in the UK do I live and where are other cities located compared to this?          What is an Ordnance Survey map and what does it tell us about a location?          What are the physical features of coal mining locations?          What are the human features of coal mining locations?          How can we use fieldwork to gather geographical knowledge about coal mining locations?          What industries/jobs are now in our local area?          How has coal mining shaped our locality?</p> <p><b><u>Key Vocabulary:</u></b>          Community, East, Elevation, North, North East, North West, Streams, South, South East, South West, Strata, West, Digital Technology, Field Sketch, Fieldwork, Measure, Record, Scale Drawing, Conclusions, Industry, Settlements, Legend, Ordnance Survey Maps, Scale, Topographic Maps</p> <p><b><u>Book Link:</u></b>          You Wouldn't Want to Be a Victorian Miner</p>			
------------------	--	--	--	--	--	--



<p>RE</p>	<p><b>Beliefs and Questions</b> <i>How do Christian people's beliefs about God, Jesus and the world and others have impact on their lives?</i> Learn about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.  Learn about contemporary practices in relation to these four festivals.  Learn about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.  <b>(Christianity)</b>  <b>Key Concepts and Words:</b> Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values</p>	<p><b>Family and Community</b> <i>How do religious families and communities practice their faith?</i> Learn about the practice, meaning and importance of the 5 daily Islamic prayers.  Learn about the meaning and use of the Lord's Prayer in Christianity.  Learn about beliefs about Allah/God and prayer in the different religions.  <b>(Christianity and Islam)</b> <i>Celebrate Christingle</i>  <b>Key Concepts and Words:</b> Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, church, commitment, values</p>	<p><b>Worship and Sacred Places</b> <i>Where, how and why do people worship?</i> Learn about Churches, Synagogues, and the way these buildings express key ideas about belief and worship.  Identify similarities and differences between the places of worship.  Learn to connect features of the buildings to religious beliefs, teachings, practices and ways of living.  <b>(Christianity and Judaism)</b> <i>Visit from a person of the church.</i>  <b>Key Concepts and Words:</b> Religion, Judaism, Christian, worship, Trinity, gods and goddesses, spiritual, ritual</p>	<p><b>Worship and Sacred Places</b> <i>Where, how and why do people worship?</i> Learn how a Mosque expresses the key ideas and beliefs of Muslims through a visit.  Identify similarities and differences between mosques and mandirs.  Learn to connect features of the buildings to religious beliefs, teachings, practices and ways of living.  <b>(Islam and Hinduism)</b> <i>Visit a Mosque</i>  <b>Key Concepts and Words:</b> Sacred, commitment, prayer, Hindu, Muslim, mandir, mosque</p>	<p><b>Celebrations and festivals</b> <i>What importance do specific celebrations and festivals have on Muslims and Hindus?</i> Learn and gather information about the festivals of both Muslims and Hindus, including the following: Eid-uk-Adha, Maulid Al-Nabi, Ramadan, Diwali, and Holi.  Learn about songs, worship, celebrations, stories and food related to these celebrations.  Discuss what impact these festivals have on the Muslim and Hindu community.  <b>(Islam and Hinduism)</b>  <b>Key Concepts and Words:</b> Murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol</p>	<p><b>Inspirational People from the Past</b> <i>What can we learn from inspiring people in sacred texts and in the history of religions?-Moses, Jesus and Muhammad.</i> Learn two examples of inspirational people from the Jewish, Christian and Islamic Bible. – Jacob and Moses.  Learn examples of stories and teaching from the Christian Gospels of the life, teaching and example of Jesus.  Learn examples of Islamic stories of the life of the prophet Muhammad (PBUH) and his companions.  <b>(Judaism, Christianity, Hinduism)</b>  <b>Key Concepts and Words:</b> Islam, Gospel, Jesus</p>
<p>Art &amp; Design</p>	<p><b>Artist Focus:</b> Laura Barbosa  <b>Drawing:</b> How did Stone Age cave art use colour and line? How did people in the Stone Age create their cave art? How do graded pencils change tone? How do graded pencils and charcoal create different lines and tone? How can layering change tone and texture? How can drawing techniques be used to create Stone Age art?  <b>Key Vocabulary:</b> Blending, Blocking, Crosshatching, Layering, Graded Pencils, Soft Pastels, Scale, Tone</p>			<p><b>Artist Focus:</b> Sam Francis  <b>Printing:</b> Who was Sam Francis and how does he use colour and line in his printing and painting? How can we use colour and overpainting to express a feeling? How can we use line to express feelings and emotions? How can we print different patterns and motifs? How can printing express how we feel about where we live?  <b>Key Vocabulary:</b> Abstract, Blend, Emotion, Manmade,</p>		<p><b>Artist Focus:</b> Sophie Vari  <b>Sculpture:</b> What skills do we need to make a clay jar? What makes an effective design for a canopic jar?  <b>Key Vocabulary:</b> Clay, Coiling, Hollowing Out, Indent, Pinching, Relief Pattern, Scoring, Slip  <b>Book Link:</b> Howard and the Mummy</p>



	<b>Book Link:</b> Stone Age Boy The Secrets of Stonehenge			Mirrored, Motif, Natural, Rotated		
DT		<p><b>Construction – Free-Standing Structures:</b></p> <p><b>Key Questions:</b> How are structures made stable and strong? How can we test mock ups inspired by Ludwig Mies Van Der Rohe? How do buttresses make a structure stable? How can we create hidden joins?</p> <p><b>Key Vocabulary:</b> Base, Buttress, Free-Standing Structure, Hidden Join, Mock-Up, Rigid, Score, Shelter, Weight</p> <p><b>Book Link:</b> Stone Age Boy The Secrets of Stonehenge</p> <p><b>Significant Individuals:</b> Ludwig Mies Van Der Rohe</p>	<p><b>Electrical Components – Mining Helmet Circuit:</b></p> <p><b>Key Questions:</b> How have mining helmet designs changed over the years? What pieces of technology use electricity? What is the input and what is the output? How can we design a mining helmet that has an electrical system?</p> <p><b>Key Vocabulary:</b> Battery, Bulb, Circuit, Components, Electrical Current, Flame Resistant, Flaw, Light, Switch, Wire</p> <p><b>Book Link:</b> You Wouldn't Want to Be a Victorian Miner</p>		<p><b>Mechanical Components – Egyptian Shaduf:</b></p> <p><b>Key Questions:</b> What are pulleys and levers? How do we change a product to lift different weights? How were pulleys and levers used in Ancient Egypt and how does this compare with today? How can we adapt a shaduf?</p> <p><b>Key Vocabulary:</b> Beam, Fulcrum, Labelled Sketch, Lever, Load, Pulley, Simple Machine</p> <p><b>Book Link:</b> Howard and the Mummy</p> <p><b>Significant Individuals:</b> William Armstrong</p>	<p><b>Cooking and Nutrition – Bread:</b></p> <p><b>Key Questions:</b> Which foods contain gluten and yeast? Is bread all the same? Why do bakers proof and bench? How do we bake bread?</p> <p><b>Key Vocabulary:</b> Baking, Benching, Dough, Fermentation, Gluten, Kneading, Leavening, Proofing, Yeast</p> <p><b>Book Link:</b> Howard and the Mummy</p>
Music	<p><b>Music Lessons:</b> Begin to change between chords on a ukulele. Follow a backing track, changing between chords. Become familiar with new chords. Begin to play kick, snare and hi-hats using chair drumming. Play a two-part song on the chair drum. Use beatboxing to vocalise rhythm. Develop techniques to help with coordination and timekeeping.</p>	<p><b>Music Lessons:</b> Play single notes on a ukulele. Follow a backing track, changing between notes. Begin to read tablature. Play a simple riff on the ukulele. Use technology (Garageband) to create a two-chord song. Begin to learn how different instruments work together. Experiment with different chords and rhythms. Edit recorded musical work.</p>	<p><b>Music Lessons:</b> Compose a rhythm song using several parts / percussion instruments. Compose a simple ukulele piece using melody or chords. Play a song in the ukulele.</p>			
Computing	<p><b>Computing Systems and Networks</b> <i>Connecting Computers</i> Explain how digital devices function. Identify input and output devices. Recognise how digital devices can change the way that we work. Explain how a computer network can be used to share information.</p>	<p><b>Creating Media</b> <i>Stop-Frame Animation</i> Explain that animation is a sequence of drawings or photographs. Relate animated movement with a sequence of images. Plan an animation. Identify the need to work consistently and carefully. Review and improve an animation.</p>	<p><b>Programming</b> <i>Sequencing Sounds</i> Explore a new programming environment. Identify that commands have an outcome. Explain that a program has a start. Recognise that a sequence of commands can have an order. Change the appearance of my project.</p>	<p><b>Data and Information</b> <i>Branching Databases</i> Create questions with yes/no answers. Identify the attributes needed to collect data about an object. Create a branching database. Explain why it is helpful for a database to be well structured.</p>	<p><b>Creating Media</b> <i>Desktop Publishing</i> Recognise how text and images convey information. Recognise that text and layout can be edited. Choose appropriate page settings. Add content to a desktop publishing publication.</p>	<p><b>Programming</b> <i>Events and Actions in Programs</i> Explain how a sprite moves in an existing project. Create a program to move a sprite in four directions. Adapt a program to a new context. Develop a program by adding features. Identify and fix bugs in a program. Design and create a maze-based challenge.</p>



	Explore how digital devices can be connected. Recognise the physical components of a network.	Evaluate the impact of adding other media to an animation.	Create a project from a task description.	Plan the structure of a branching database. Independently create an identification tool.	Consider how different layouts can suit different purposes. Consider the benefits of desktop publishing.	
French	<p><b>Teaching Unit:</b> Phonics Lesson 1 and The Alphabet / I am Learning French – How to Use a Bilingual Dictionary or Glossary (Extension)</p> <p><b>New Vocabulary:</b> French alphabet: Focus on pronunciation of individual letters and spelling practices Phonics 1: ch, oi, ou, on Introduction to the Francophone world and countries where French is spoken. Review of greetings and appropriate responses for the time of the day. Basic conversations Recall and practice of colours and numbers (focussing on written forms). Introduction to dictionaries</p> <p><b>Speaking, Listening, Reading, and Writing</b></p> <p><b>Links to Previous Learning:</b> Colour vocabulary J'aime.../Je prefere... + colour Recall from La Chenille Recall early numbers to 20.</p> <p><b>Grammar:</b> C'est plus adjective in masculine form Tu and Vous – Introduction Alphabetical order</p> <p><b>Cultural Focus / Stories and Songs:</b> Stories and tales from Francophone lands Flags and culture of Francophone countries Poetry with colours using unknown vocabulary from a dictionary.</p>	<p><b>Teaching Unit:</b> Little Red Riding Hood</p> <p><b>Speaking, Listening, Reading, and Writing</b></p> <p><b>New Vocabulary:</b> Body parts Listen and understand a familiar story in French.</p> <p><b>Links to Previous Learning:</b> Masc and Fem Indefinite article Fruits Skills for listening for comprehension. Knowledge of traditional tales in English</p> <p><b>Grammar:</b> Partitive article Indefinite and definite article Fruits Phonics 1: ch, oi, ou, on</p> <p><b>Cultural Focus / Stories and Songs:</b> 21 songs for phonics Take 10 French (playground games) Ruby Red M Flaubert Heads and Shoulders Grand Monstre Vert</p>	<p><b>Teaching Unit:</b> The Date / Numbers 1-31</p> <p><b>New Vocabulary:</b> Numbers from 1-31 Patterns and associated ordinals 12 months of the year Birthday Q &amp; A Days of the week</p> <p><b>Links to Previous Learning:</b> Numbers 1-20 Dates</p> <p><b>Grammar:</b> Accurately writing the date</p> <p><b>Cultural Focus / Stories and Songs:</b> Luc and Sophie Months – Macarena Take 10 French (playground games)</p>			
PE	<p><b>Football:</b> To understand how to shield a ball. To begin to dribble with a ball. To begin to turn with a ball. To develop moves to beat an opponent. To begin to develop short passing. To introduce defensive techniques.</p>	<p><b>Dance:</b> To create actions to move in unison with a partner. To create actions to move in contact/interact with a partner. To extend a set phrase creating an additional 16 counts. To move with clear, confident actions. To use different levels and body parts for actions in a sequence. To structure a dance for at least 23 beats with a clear starting and finishing position. To create actions in unison with others.</p>	<p><b>Handball:</b> To throw and catch when on the move. To dribble the ball at waist height with soft hands for more control. To use changes of speed and direction when moving with the ball. To develop accuracy when shooting. To use steps to help generate power. To point their hand at the target on the follow through. To link steps with the throwing action to shoot. To consider where the attacker is running. To use quick steps and changes of direction to stay with the opposition player.</p>	<p><b>Tennis:</b> To examine the grip of a tennis racket. To develop the ready position. To begin basic rallying. To examine how to hit a moving ball with a racket. To begin to play tennis style games. To make sure the racket faces the direction that you want the ball to travel in when it has been hit.</p>	<p><b>Athletics:</b> To understand that we should run at different tempos depending on the distance we are running. To understand the importance of breathing during activities. To examine how to control the body whilst running at speed. To understand that we can use different take offs and landings whilst jumping. To examine how to throw a variety of objects such as a javelin, basketball, or football from a seated or standing position. To develop an increasing number of actions when throwing for accuracy and distance.</p>	<p><b>Rounders:</b> To understand how to hold a rounders bat. To understand how to begin to bowl in rounders. To examine the fielding positioning. To develop running and scoring within a rounders-style game. To develop catching and fielding during a rounders game.</p>



			<p>To run onto the ball to intercept. To use their body to get in the way and slow the attacker's movement. To be ready to move. To use the 'dodge' move to lose a defender. To maintain possession when in attack. To move away from defenders to create space. To find space to be an option for a teammate.</p>		<p>To begin to record own distances and times when running, jumping and throwing.</p>	
PSHE / SRE	<p><b>Feeling and Emotions - Grief</b> Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant / uncomfortable feelings/. Understand that feelings can be communicated with and without words.</p> <p><b>Relationships - Touch</b> Understand the difference between appropriate and inappropriate touch. Know why it is important to care about other people's feelings. Understand personal boundaries. Know who and how to ask for help. Be able to name human body parts.</p> <p><b>Being Responsible - Stealing</b> Understand the differences between borrowing and stealing. Be able to describe how you might feel if something of yours is borrowed and not returned. Know why it is wrong to steal. Be able to understand the differences between being responsible and irresponsible.</p>		<p><b>Keeping / Staying Safe - Staying Safe / Leaning out of Windows</b> Know ways to keep yourself and others safe. Be able to recognise risky situations. Be able to identify trusted adults around you. Understand the differences between safe and risky choices. Be able to recognise a range of warning signs. Be able to spot the dangers we may find at home. Know the importance of listening to trusted adults. Be able to understand ways we can keep ourselves and others safe at home.</p> <p><b>Keeping / Staying Healthy - Medicine</b> Know, understand, and be able to practise simple safety rules about medicine. Understand when it is safe to take medicine. Know who we can accept medicine from Understand the differences between healthy and unhealthy choices.</p> <p><b>Hazard Watch - Fire Safety</b> Understand the importance of being responsible and how our actions and choices can affect others. Know what a 'hoax call' is and why it can be risky. Understand why our emergency services are an important part of our community. Be able to show my knowledge of fire safety to others. Be able to practise simple ways of staying safe and finding help. Know that even small fires can be very dangerous. Be able to identify the differences between safe and risky choices. Know how to help others stay safe.</p>		<p><b>JIGSAW PSHE</b> <b>Summer Term 1: Celebrating Difference</b> I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I can recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p><b>Summer Term 2: Relationships</b> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship, e.g., taking turns, being a good listener. I know and can use some strategies for keeping myself safe online. I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family.</p>	
<b>WIDER OPPORTUNITIES</b>						
SMSC / British Values	<p>Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month</p>	<p>Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day</p>	<p>New Year World Religion Day Chinese New Year LGBT+ History Month Children's Mental Health Week</p>	<p>Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief</p>	<p>Local and Community History Month Mental Health Awareness Week World Bee Day</p>	<p>Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day</p>



	World Space Week	Children in Need Christingle Hanukkah Christmas	Safer Internet Day Valentine's Day	Ramadan Easter		Transition Month
Transition	Focus Text: Officer Buckle and Gloria – Peggy Rathmann. Getting to Know You Week – Autumn Term 1 – Week 1					
Linked Trips	Creswell Crags – History Link		Visit to Shireoaks Pit Top (Old Mining Site) – Geography Field Trip			Weston Park Museum – History Link