

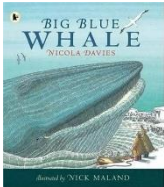
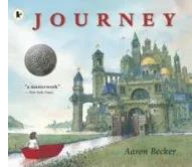
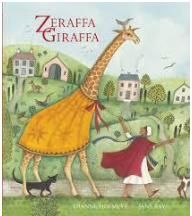






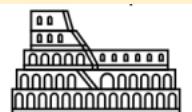




St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English Focus text	 <p>Stone Age Boy Story writing from different viewpoints</p>	 <p>Winter's Child Poetry: Dance with me Autumn Writing couplet poems</p>	 <p>Coming to England Writing Letters</p>	 <p>Big Blue Whale Persuasive and Report Writing</p>	 <p>Journey Poetry: River's Tale</p>	 <p>Zerafa Girafa</p>
Guided reading	 <p>Stories in Different Forms</p>	 <p>Science: Rocks and magnets</p>	 <p>Geography: Mountains and Rivers</p>	 <p>Fairy Stories</p>	 <p>Reading Breadth</p>	 <p>History: Egyptians</p>
Enquiry question	<p>What do we mean by survival?</p> 	<p>Would you rather live in the Stone Age, Bronze Age or Iron Age?</p> 	<p>Does all of the UK look the same?</p> 	<p>How is Llandudno different from Winsford?</p> 	<p>What do Ancient Civilizations have in common?</p> 	<p>What were the greatest achievements of the Ancient Egyptians?</p> 
STEAM Outcome	<p>MATHS Can I create and carry out experiments then present my data in a variety of ways?</p>	<p>TECHNOLOGY Can I design and build a structure using my knowledge and understanding of historical periods?</p>	<p>ENGINEERING Can I design and construct a product using my knowledge of the engineering process?</p>	<p>ART Can I create a piece of art based on the geography of a place?</p>	<p>SCIENCE Can I develop an understanding of the world around me?</p>	<p>PERFORMANCE ART Can I explore culture and celebrations from around the world?</p>

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Maths	Understand the place value of hundreds. Represent numbers to 1000. Partition numbers into hundreds, tens and ones. Find 1, 10 and 100 more and one less than a given number. Count in 50s Add and subtract 3 digit and 2 digit numbers	Multiply by 3, 4 and 8 Divide by 3, 4 and 8 3, 4 and 8 times table.	Multiply 2 digits by 1 digit. Divide 2 digits by 1 digit. Scaling Measure length - cm, m and mm Add and Subtract lengths. Measure perimeter.	Numerators and Denominators Understanding one whole Compare and order fractions Numberlines Mass and capacity	Add and subtract fractions Find fractions of amounts Understanding pounds and pence. Add and subtract money. Working out change Roman Numerals Tell the time to 5 minutes am and pm Days, months, years	Pictograms - including 3, 4 and 8 times tables Bar charts. Tables.
RE	What is my point of view about God and what does it mean to have faith?	Are all churches the same across the world?	Why is prayer an important part of worship?	What do I think about Jesus and how he is portrayed in art?	What does this story teach us about God?	Which rules are important?
Key Christian themes	Explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)	Give children an understanding of the Christian church in its widest sense. Ensure pupils know that Christianity is a multi-cultural worldwide faith. Enable pupils to see the similarities and differences between Christian denominations Develop further understanding of symbolism.	Know that prayer is a way of communicating with God. Introduce pupils to the religious artefacts and actions associated with the practice of prayer. Know that Christians believe that God listens and responds.	Introduce pupils to a large variety of Christian art work including art from other cultures. Explore the belief that art work can be an expression of worship and prayer. Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World)	Build on and increase pupil's knowledge of Old Testament stories - the People of God. Explore the Christian values in these stories. Increase knowledge of God's Big Story. Make links between their own experiences and the experiences of the characters in the story.	Consider the value and purpose of rules. Examine Christian rules for living and the source of these rules. Encourage pupils to reflect upon their own lifestyle and the influences upon it.
Comparing to Hinduism Humanism and other worldviews	Explain how a Hindu may view God. Retell some Hindu stories and explain their significance for a Hindu	. Explain how a Hindu may worship at home or in the mandir.	Know that believers across all World Faiths pray in many similar and different ways. Explain how a Hindu may worship at home or in the mandir.		Retell some Hindu stories and explain their significance for a Hindu	investigate the rules followed by Hindu Dharma the ways in which these rules influence behaviour and decisions Analyse a Hindu's journey of life and significant events along the way.

Truthfulness

Hope

Thankfulness

Forgiveness







Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Science	Rocks and Soils What is rock and how can it be grouped? 	Animals incl Humans How does the human body work? 	Forces What is a contact force? 	Magnets What is a magnet and how do they work? 	Plants What does a plant need to stay alive? 	Light Can we see without light? 
Scientists	Sanjeev Gupta Mary Anning	Charlotte Armah Louis Pasteur	Leonardo Da Vinci	Masato Sagawa	George W Carver Luciano Scandian	Isamu Akasaki Thomas Edison
Substantive Knowledge	<p>Know that rocks can be grouped based on their appearance and simple physical properties</p> <p>Know that rocks form in different ways (metamorphic, sedimentary and igneous)</p> <p>Know that some rocks are permeable, and some rocks are impermeable.</p> <p>Know that some rocks are more durable than other rocks.</p> <p>Know that the things we use rocks for, relate to their differing properties.</p> <p>Know how fossils are formed</p> <p>Know that soils are made from rocks and organic matter.</p>	<p>Know that humans need the following food types: fruit and vegetables, carbohydrates, protein, dairy and fat.</p> <p>Know that animals also need a healthy and balanced diet</p> <p>Know that skeletons protect organs in the body, support us and enable movement. Know that not all animals have a bony skeleton</p> <p>Know that muscles help the skeleton move - they work together in pairs. Muscles contract and relax.</p> <p>Know that physical activity leads to greater fitness and stronger muscles</p>	<p>Know that contact forces are pushes and pulls that require contact between two objects.</p> <p>Know that friction is a contact force that affects the movement of objects.</p> <p>Know that friction acts in the direction opposite to that of the object moving on the surface.</p> <p>Know that smoother surfaces produce less friction.</p>	<p>Know that the force of magnetism can act at a distance. Know that magnets have a magnetic field within which they attract magnetic objects.</p> <p>Know that magnets have two poles. The poles may attract or repel depending on which poles are facing each other</p> <p>Know that metals containing iron, steel and nickel will be attracted to magnets</p> <p>Know that magnets come in different forms.</p> <p>Know that different magnets have different strengths of magnetic field.</p>	<p>Know that seeds can be dispersed in a variety of ways. Know that seeds are dispersed so that plants do not compete and become overcrowded</p> <p>Know the main functions of different parts of a flowering plant, including roots, stems, leaves, flowers. Know that roots keep plants steady in the soil and root hairs absorb water and nutrients.</p> <p>Know that plants need water to make their own food. Know the function of a plant stem, leaves and roots in absorbing and transporting water.</p> <p>Know that plants are alive, and they need air, light, water, nutrients from the soil and room to grow to stay alive and grow.</p> <p>Know that the cycle from seed to plant to flower to seed is called a lifecycle.</p> <p>- Know that pollination is when pollen is moved from plant to plant</p>	<p>Know that we need light to see. If there is no light, we cannot see. Some objects are visible because they are light sources, and some are visible because they reflect light. Light travels in straight lines, hits objects and bounces off into our eyes and that is how we see things.</p> <p>Know that we can see in a mirror because light is reflecting off the surface and into our eyes. Changing the angle of the mirror changes the direction in which light is reflected.</p> <p>Know that shadows are formed when objects block light. Opaque objects create darker shadows and transparent objects create lighter shadows. The closer the light source is to the object, the bigger the shadow will be or the higher the light source is, the smaller the shadow will be</p>

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

						Know we can protect our eyes with hats and sunglasses and by not looking directly at the sun or bright lights.
Disciplinary Knowledge	<p>Make careful observations of rocks using a hand lens or magnifying glass.</p> <p>Classify rocks according to whether they have grains, crystals or layers</p> <p>Record findings using simple scientific language, drawings and labelled diagrams</p> <p>With support, carry out a comparative test to find out which rocks are permeable</p> <p>Use a stopwatch or second hand on a clock to time the length the rocks are in the water. Make careful observations.. Record findings using scientific language</p> <p>Create a model of a fossil to help understand the process of fossilisation</p> <p>Make careful observations using hand lenses or magnifying glasses.</p> <p>Set up a simple, comparative test.</p>	<p>Organise food into food groups to demonstrate a balanced and healthy diet</p> <p>Sort animals into groups of those with and those without skeletons</p> <p>Create a model of muscles</p> <p>Set up a simple, comparative practical enquiry which is a fair test. Make predictions. Collect and analyse data.</p>	<p>Use observation to identify forces being used and to identify the effect these forces have on objects.</p> <p>Understand why tests should be fair and control all but one variable (the surface the car travels on).</p> <p>- Independently set up an investigation that follows the agreed method.</p> <p>Use measuring tape to measure the distance the cars travel.</p> <p>Record results in a table and use this data to draw conclusions about which surface slowed down the moving object the most</p>	<p>Make systematic observations, testing the strength of magnetism from different distances. Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Sort into groups objects that are attracted to magnets and those that are not.</p> <p>Carry out a simple investigation and record results in tables and bar charts</p> <p>Measure the strength of a magnet by working out how many sheets of paper need to be in the way before a paperclip is no longer attracted.</p> <p>Discuss the factors that might influence magnet strength, such as the size, shape, and material of the magnet.</p>	<p>Make systematic and careful observations of seeds to look for properties that will help us to understand how they are dispersed. Sort seeds into groups according to dispersal method.</p> <p>Set up simple practical enquiries, comparative and fair tests to find out how quickly the roots of a seed grow. Use a ruler to take measurements</p> <p>Set up simple practical inquiries to show water transport through a stem, marking the changes on a jar</p> <p>Set up a comparative test to see how plants in different situations grow. - Make systematic and careful observations of the plants each week for changes in condition. - Measure different changes e.g. height and number of leaves over time</p> <p>Gather, record and presenting data in a graph that shows the frequency of different colours in the plants. Use results to draw simple conclusions and make predictions e.g. which colours are most common and why might that be?</p>	<p>Set up a simple comparative test to see which materials can be seen in low light. Make systematic and careful observations to identify which objects can be seen in different lighting conditions.</p> <p>Record findings in a table. Report on findings and draw a conclusion about which materials are more visible in low light</p> <p>Make careful observations when using mirrors, to learn how light behaves when it is reflected .</p> <p>Take systematic and accurate measurements of length in cm, to measure how shadows change in size. Use observation, tables of data and comparison to answer questions.</p> <p>Use a simple diagram to show how shadows are formed.</p> <p>Use results to draw simple conclusions about why distance and height changes the size of shadows.</p>

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Use a simple yes/no classification key to identify the soil samples.					
History	Changes in Brittan from the Stone Age to the Bronze Age to the iron age To develop a knowledge of how Britain changed between the, Bronze Stone and Iron Ages and explore benefits of a settler's lifestyle as opposed to nomad's lifestyle.			The achievements of the earliest civilisations - Sumer, Indus, Egypt, Shang Dynasty Compare some of the times studied with those of other areas of interest around the world.	In-depth study of Ancient Egypt Describe the achievements of The Ancient Egyptians and understand how their historical inheritance is still imperative today; study the life short of Tutankhamun and explain how he became the famous 'Boy King'.	
	Know what 'prehistory is' and some ways we can learn about it Know some ways life changed during the eras of the Stone Age; Know some theories about why Stonehenge was built; Know features of life in the Stone Age Place events, artefacts and historical figures on a time line using dates Use the term 'settlement' and be able to give examples Describe some characteristic features of the of the Ages studoed, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different			Describe some characteristic features of the different civilizations including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different Know about the famous inventions of the different civilizations and how these influence modern times	Know some facts about the Pyramids at Giza; Know some reasons why the Nile river was so important to the Ancient Egyptians Know about the role of a Pharaoh Know that Egyptians worshipped many Gods and can name some Know some ways Rameses II ensured he would be remembered Explain how we know about the Ancient Egyptians; ±	
History Skills	Ask questions about the past, begin to think about open and closed questioning; Use some historical vocabulary to communicate, including: dates; time period; era; change; chronology; Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ; Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different; • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history; Understand the concept of change over time, and why things change.					
Geography	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.					

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	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					
	Understand how land-use patterns change over time - link to earliest settlements	Develop a deeper knowledge of the UK and its geographical features, describing land use and change over time and developing this through map and fieldwork. Use 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK	Compare and contrast Llandudno with Winsford Understand the features of the water cycle, including precipitation, evaporation and condensation Explain own views about locations, thinking about what it would be like to be there, giving reasons.		Describe the journey of the River Nile using maps, atlases and digital resources to support this. Explain how rivers are important to settlements round them	
Art	Drawing/Collage Stone Age Use sketchbooks to collect and record visual information from different sources. Apply tone in a drawing and painting in a simple way. Mix different shades of earth colours.	Printing Fossils Experiment with different grades of pencil and other implements to draw different forms and shapes. Create printing blocks using a relief method. Print using a variety of materials, objects and techniques including layering	Collage UK Landscapes David Hockney Select and record ideas from the work of David Hockney. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Apply a simple use of pattern and texture in a drawing and painting	Textiles Seaside Research embroidery designs from around the world. Sew simple stitches using a variety of threads and wool. Create a collage using fabric as a base.	Painting Plants Georgia O'Keefe Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Experiment with watercolour. Xplore the relationship between mood and colour.	Mixed media Ancient Egypt Explore the work of Leger. Draw with inks. Use Papier-Mache to create a simple 3D object. Plan, design and make models from observation or imagination.

Truthfulness

Hope

Thankfulness

Forgiveness







Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

						
DT		Food Iron Age Bread		Mechanisms Pneumatic Toys		Textiles Sock Shadow puppets
		Children generate and clarify ideas through discussion of appearance, taste, texture and aroma Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Use a range of techniques including mixing, spreading, kneading and baking. Carry out sensory evaluations of a variety of breads. Record the evaluations using e.g. tables and simple graphs		Generate realistic and appropriate ideas Use annotated sketches and prototypes Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons Select from and use finishing techniques. Evaluate products and ideas		Generate realistic ideas and design criteria for a puppet Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
PE	Dance: Stone Age	Gymnastics Shape	Circuit Training	OAA: Problem solving	Invasion: Rugby	Net/Wall: Tennis

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	<p>Select from different movements and add their own ideas to create a short dance</p> <p>Use different levels in a dance and begin to use these to represent ideas;</p> <p>Use prompts to improvise movements inspired by weather</p> <p>Use different speeds in a dance</p> <p>Join movement phrases to create a dance</p> <p>Evaluate dance and give ideas for ways to improve performance;</p>	<p>Show good control and coordination when making simple static shapes/positions;</p> <p>Make basic shapes/positions clearly in the air when taking off from the floor and some more complex shapes when taking off from low-level apparatus;</p> <p>Create longer and more complex sequences with a partner</p> <p>Copy a variety of actions with accuracy and clarity;</p> <p>Know what symmetry means; identify and make symmetrical shapes;</p>	<p>Follow instructions to travel using a sidestep action</p> <p>Travel in different ways</p> <p>Change direction, speed and level while travelling</p> <p>Throw a ball underarm with some accuracy;</p> <p>Use feet to move a ball around cones</p> <p>Independently hold balances with control</p> <p>Independently coordinate different body parts</p> <p>Follow instructions to complete exercises</p> <p>Actively try to improve performance over time.</p>	<p>Demonstrate a range of effective teamwork skills</p> <p>Follow multi-step instructions,</p> <p>Identify the problem and come up with possible solutions and a plan of action to solve it;</p>	<p>Pass the ball showing a learned technique</p> <p>Throw for distance and accuracy.</p> <p>Catch the ball using a learned technique</p> <p>Play a range of rugby based throwing and catching games.</p> <p>Run with the ball dodging defenders</p> <p>Know the rules for rugby and be able to play a range of simple games</p> <p>Try to keep possession in a game.</p> <p>Demonstrate good spirit and sporting values when playing rugby</p>	<p>Understand the importance of good footwork, movement and positioning in tennis, hit a ball with accuracy using a tennis racket and use this skill to have a co-operative rally as well as to outwit an opponent;</p> <p>Effectively hit a ball using a forehand technique and demonstrate this in a game, including using the correct grip;</p> <p>Hit a ball to land close to or in a target area;</p> <p>Hit a ball using a backhand technique and demonstrate this in a game, including using the correct grip;</p> <p>Use a range of skills to play a competitive tennis based game.</p>
	Swimming	Swimming	Teamwork	Invasion: Basketball	Athletics: running, jumping, throwing	Striking and Fielding: Rounders
			<p>Use movement skills during activities, games and team competition.</p> <p>Communicate effectively when collaborating with others.</p> <p>Share ideas and make decisions collectively as a group.</p> <p>Collaborate positively with others to achieve a common goal or solve problems.</p>	<p>Have control of the ball when moving and dribbling;</p> <p>Move and dribble with the ball with good speed,</p> <p>Pass the ball in different ways</p> <p>Have a good understanding of the roles of the defender</p> <p>Know how to mark an opponent</p> <p>Have a good understanding of the roles of the</p>	<p>Run using an effective sprinting technique.</p> <p>Run at a sustained pace over longer distances.</p> <p>Run over obstacles, demonstrating elements of an effective hurdling technique.</p> <p>Jump using an effective technique for both height and distance.</p> <p>Use different throwing actions to throw a</p>	<p>Develop eye-hand coordination while focusing on fielding skills, such as throwing, catching and collecting a ball on the move.</p> <p>Pick up a moving ball with control and balance,</p> <p>Develop the correct technique for the overarm throw and demonstrate accuracy when throwing</p>

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

			Understand and use different strategies for including everyone when working or playing in a group/team. Understand the importance of perseverance when experiencing challenges as a group	attacker Know how to get free from a defender Aim for and hit a target Apply some of the basic principles of attacking and defending to simple invasion games	variety of throwing implements. running activities. Work with others to safely carry out and score the events of a competition	striking and fielding games. Follow the rules and expectations within the lesson, working effectively as individuals, in pairs and in groups. Make decisions about the most effective place to strike or throw an object.
MFL	A New Start	Celebration	Animals	Carnival & Numbers	The Hungry Giant	Where I live
	Say and write a greeting and a farewell in Spanish. Ask and answer the question "How are you?" Say "my name is..." and ask "What is your name?" in Spanish. Say numbers between 0 and 10. Remember and write some numbers between 0-10. Say some colours in Spanish	Say and write some colours linked to fireworks. Say and write some days of the week. Remember days of the week in Spanish. Understand some months of the year. Read and write dates in Spanish. Learn about how Christmas is celebrated in Spain.	Understand some animal nouns in Spanish. Recognise animal nouns in the plural. Tell someone what my favourite animal is Listen and join in a story about animals. Use a model to write a simple story about animals.	Learn about Spanish traditions and take part in a carnival celebration. Say and write numbers numbers up to 20. Ask and answer "How old are you?" Take part in a simple dialogue using familiar questions and answers. Understand and use Easter vocabulary	Understand and say some fruit and vegetable nouns. Recognise fruit and vegetable nouns in the plural form. Understand and enjoy a story about fruits and vegetables. Politely for fruits and vegetables. Create a story	Understand and name some picnic food and drinks. Listen and join in with a story about going on a picnic. Use the verb phrase "I live in..." Ask the question "Where do you live?" and answer with "I live in..." in Spanish. Create a simple conversation
Music	Reggae		Instruments: Ocarinas		Sound Symmetry	Just three Notes
	Listen and Appraise Bob Marley Three Little Birds Understand the role of music for the Windrush generation Explain what the main features are of Reggae music Explore and play instruments in a Reggae composition Perform Three Little Birds in small groups		Learn the parts of the ocarina Learn how to hold and play the ocarina Learn to read and play high and low D, B, G, E Combine notes to play simple tunes Read the parts of the stave Recognised crotchets, minims and dotted minims Learn to play a two part harmony in groups		Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.	Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, follow, and create a 'score'. • Recognise and copy rhythms and pitches C-D-E.
ICT	Coding Online Safety		Touch-type	Micro-bits	Branching databases	Graphing

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 3 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	<p>Use a flowchart design to create the code. Make a vehicle or object change direction Show how a vehicle or object move at different speeds Set/change the variable values appropriately to create a timer. Have a character repeat an action and explain how they caused it to do so Debug simple programs Contribute to a concept map of all the different ways that the Internet can help us to communicate. Begin to understand how to search the Internet and how to think critically about the results that are returned. Contribute to a class blog with clear and appropriate messages. Relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.</p>	<p>Touch type the home, bottom, and top rows. Use two hands to type the letters on the keyboard Use typing terminology.</p>	<p>Understand that the micro:bit is a tiny computer which needs code to make it work. Use Free code micro:bit to make code that the micro:bit can understand and then transfer it to the micro:bit. Code a micro:bit to show animations on its LEDs. Recognise the key inputs and outputs such as accelerometer and LED display. Create code that generates sound outputs based on different movement gestures.</p>	<p>Use YES/NO questioning to play a simple game Contribute to a class branching database. Select and save appropriate images. Create a branching database. Use and debug a branching database</p>	<p>Set up a graph with a given number of fields. Enter data for a graph. Produce and share graphs made on the computer</p>
PSHE	Health and Wellbeing	Dreams, Goals and Character		Relationships Celebrating Differences	
	<p>Establishing routines and revising the school behaviour expectations. Recognising that the school has a shared set of values, rules and expectations Knowing why rules are needed and how these relate to choices and consequences Realising that actions can affect others' feelings Developing empathy and recognising other people's feelings using the Zones of Regulation. Understanding our brains, nervous systems and how to regulate our emotional responses using different tools.</p>	<p>Understanding that they are responsible for their own learning Knowing what an obstacle is and how they can hinder achievement and how to take steps to overcome obstacles Recognising what dreams and ambitions are important to them Knowing how enthusiasm, positivity and commitment can improve well being through Da Vinci Exploring empathy and seeing the world through other eyes using the story of Ghandhi Exploring empathy and kindness through Louis Armstrong Investigating building friendships through Confucious</p>		<p>Recognising what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Understanding that conflict is a normal part of relationships Knowing that some words are used in hurtful ways and that this can have consequences Knowing what democracy is (applied to pupil voice in school) Learning some of the skills of friendship, e.g. taking turns, being a good listener</p>	

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice