










## Year 3 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Down in bedrock</b>	<b>Tomb Raiders</b>	<b>Heavy Metal</b>	<b>Vive La France</b>	<b>Toga-tastic</b>	<b>Trainers of Fire</b>
<b>Key Themes</b>	(History) -Stone age (Pre-historic) -Changes from the start to the end of Stone Age within British history	(History) -Egyptians -Rivers- Overview of the four early civilisations and then focus on one (Egyptians)	(History) -Bronze and Iron age age (Pre-historic) -Changes in British history from Stone Age Celts	(French) Look at a region similar to Derby to compare (immediate towns e.g. Belper)	(History) Ancient Greeks -achievements -influence	(Sport/Physical Education) - How the Olympics evolved -influence of Greeks on the western world (linked to Olympics)
<b>Key Figures, Events, Places</b>	Cresswell Crags Neolithic hunter-gatherers e.g. Skara Brae	River Nile Cleopatra	Stonehenge Iron age hill forts Fin Cop hillfort in Monsal Dale	Key hills rivers lakes - L'Occatain, Montpelier, Mannos compare to -Derby, Belper -Compare brands -Economic activity - Time Zones	Pythagoras Archimedes	Paralympians Richard Whitehead (athlete/runner) Oliver Hynd (swimmer)
<b>Core Text/s</b>	How to wash a woolly mammoth Live like a Hunter Gatherer	Cinderella of the Nile DK Find Out! Ancient Egyptians	Stone, Bronze and Iron Ages Iron Man	Inside the Villains France Unpacked	Leo and the Gorgon's Curse So, You Think You've Got It Bad: Ancient Greece	The Story of the Olympics Olympig
<b>Reading</b>	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a wide range of non-fiction and reference / textbooks.</b>  -Use dictionaries to check the meaning of words that they have read.	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a wide range of fiction texts.</b>  -Increase familiarity with fairy stories, myths and legends and retell some of these orally.	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a range of poetry.</b>  -Prepare poems to read aloud and perform using intonation, tone and volume.	<i>Vipers to be taught through each lesson</i>  <b>Listen to and discuss a range of play scripts.</b>  -Prepare play scripts to read aloud and perform.	<i>Vipers to be taught through each lesson</i>  <b>Understand what they read in books that can read independently, by:</b>  -Checking that the text makes sense to them. Discussing the meaning of words.  -Ask questions to improve their understanding of a text	<i>Vipers to be taught through each lesson</i>  <b>Understand what they read in books that can read independently, by:</b>  -Predicting what might happen from details stated and implied
<b>Writing</b>	  PVPG	To inform PVPG application unit- Non Chronological Report about Egyptian Gods	To inform diary entry – Iron Age warrior  To entertain poetry – Narrative, limerick and clerihew			
<b>Speaking &amp; Listening/ Drama</b>		Outcome: Research and present well-structured descriptions or explanations in pairs to the class as a news reporter		Outcome: Improvise (in role play) what might happen next in a setting that is familiar to the children e.g. an alien arrived at school		Outcome: Perform a poem in small groups, each taking on a section. Add sound effects/ instruments/ use of quiet or loud voice and perform to an audience

<p style="text-align: center; color: white; font-weight: bold;">Maths</p>	<p><b>Number: Place Value</b> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>compare and order numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas</p> <p><b>Number: Addition and Subtraction (5 weeks continued Autumn 2)</b> add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three-digit number and tens</li> <li>- a three-digit number and hundreds</li> </ul> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p><b>Number: Addition and Subtraction (continued from Autumn 1)</b></p> <p><b>Number: Multiplication and Division (4 weeks continued in Spring 1)</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p><b>Number: Multiplication and Division (continued from Autumn 2)</b></p> <p><b>Measurement: Money</b> add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p><b>Statistics</b> interpret and present data using bar charts, pictograms and tables</p> <p>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>	<p><b>Measurement: Length and Perimeter</b> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g);</p> <p>measure the perimeter of simple 2-D shapes</p> <p><b>Number: Fractions A (continued in Summer 1)</b> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above</p>	<p><b>Number: Fractions B (continued from Spring 2)</b></p> <p><b>Measurement: Time</b> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p><b>Geometry: Properties of Shape</b> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p><b>Measurement: Mass and Capacity</b> measure, compare, add and subtract: volume/capacity (l/ml)</p>
	<p style="text-align: center; color: white; font-weight: bold;">Science</p>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Rocks</b></p> <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> </ul>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Animals, including humans</b></p> <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 other animals have skeletons</li> </ul>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> <li>- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>- Observe how magnets attract or repel each other and attract</li> </ul>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how</li> </ul>	<p><i>Working Scientifically objectives for this key stage will be covered in half termly experiments:</i></p> <p><b>Light</b></p> <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</li> </ul>

	<p>-Recognise that soils are made from rocks and organic matter</p>	<p>and muscles for support, protection and movement.</p>	<p>some materials and not others</p> <ul style="list-style-type: none"> <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 2 poles</li> <li>- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p>they vary from plant to plant</p> <ul style="list-style-type: none"> <li>- Investigate the way in which water is transported within plants</li> <li>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>there are ways to protect their eyes</p>	
<p>Computing</p>	<p><b>NCCE Computing systems and networks – Connecting computers (Y3)</b></p> <ul style="list-style-type: none"> <li>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul> <p>-Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration</p> <p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><b>NCCE Computing systems and networks – The Internet (Y4)</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p><b>NCCE – Creating media - Desktop publishing (Y3)</b></p> <ul style="list-style-type: none"> <li>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p>-Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>		<p><b>NCCE Programming A – Sequence in music (Y3)</b></p> <ul style="list-style-type: none"> <li>-Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>-Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</li> <li>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	
<p>E-Safety</p>	<p><b>Online relationships (PE)</b></p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p><b>Online relationships (PE)</b></p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p>		<p><b>Online bullying (PE)</b></p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><b>Managing online information (PE)</b></p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p><b>Online reputation (PE)</b></p> <p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p>		<p><b>Health, wellbeing and lifestyle (PE)</b></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p> <p><b>Self image and identity (PE)</b></p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p><b>Privacy and security (PE)</b></p> <p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I understand and can give reasons why passwords are important.</p>	

			<p align="center"><b>Managing online information (C)</b> I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p align="center"><b>Copyright and ownership (C)</b> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it I can demonstrate the use of search tools to find and access online content which can be reused by others I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>		<p>I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others.</p> <p align="center"><b>Online reputation (J)</b> I can explain who someone can ask if they are unsure about putting something online.</p>	
	Started in 150000BC	Started in 3100BC	Started in 1200BC		Started in 776BC	Started in 776BC
History	Changes in Britain from the stone age	The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt	Changes in Britain from the iron age		-The achievements of the earliest civilizations Ancient Greece – a study of Greek life and achievements and their influence on the western world	
	<p>Objectives highlighted below should be taught explicitly to meet National Curriculum Attainment Objectives: To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources. To gain and deploy a historically grounded understanding of abstract terms To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>					
Geography				<p><b>Geographical skills and fieldwork</b> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  -Use fieldwork to observe, measure, record and present the human and physical features in the local area using digital technologies</p> <p><b>Place knowledge</b> -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p><b>Locational Knowledge</b> -Name and locate countries and cities of the United Kingdom,</p>	<p><b>Locational knowledge</b> -Locate the world's countries, using maps to focus on Europe key physical and human characteristics</p>	

				identifying human and physical characteristics.  <b>Human and physical geography</b> -Describe and understand key aspects of physical geography: climate, mountains, rivers  -Describe and understand key aspects of human geography: types of economic, trade links, settlements and land use		
Art and Design	Cave Art (see Access Art)			Vincent Van Gogh		
	-To create sketch books to record their observations and use them to review and revisit ideas  -To improve their mastery of art and design techniques, including drawing using charcoal. (Look at ancient art- cave paintings. Outdoor learning- Create with charcoal and natural materials to create texture?)	-To create sketch books to record their observations and use them to review and revisit ideas  -To improve their mastery of art and design techniques, including sculpture using clay  (Sculpture- Make sarcophagus/canopic jar)		-To create sketch books to record their observations and use them to review and revisit ideas  -To learn about great artists and designers in history.  -To improve their mastery of art and design techniques using paint. (Paint Landscapes France and UK add embroidery for texture)		
Design and Technology	<b>Design</b> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  -Generate, develop, model and communicate their ideas through discussion and prototypes.  <b>Make</b> -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  -Select from and use a wider range of materials and components, including construction materials according		<b>Cooking and nutrition</b> -Understand and apply the principles of a healthy and varied diet  -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  <ul style="list-style-type: none"> <li>▪ Savory oat cakes</li> </ul>		<b>Design</b> -Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups  -Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces  <b>Make</b> -Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  select from and use a wider range of materials and components, including textiles according to their functional	

	<p>to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-Investigate and analyse a range of existing products</li> <li>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>-Understand and use mechanical systems in their products: Pulley system</li> </ul> <p><i>*Making a moving well using a pulley</i></p>				<p>properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-How key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>-Apply their understanding of how to reinforce more complex structures</li> </ul> <p><i>*Toga for teddy using an over stitch</i></p>	
Music	KAPOW unit 1- Ballads		KAPOW unit 2- Pentatonic melodies and composition (Theme- Chinese New Year)	KAPOW- unit 3- Developing singing technique (Theme: The Vikings)		KAPOW unit 4- Traditional instruments & improvisations
	<b>All national curriculum objectives interwoven through each unit of lessons-</b>					
	<ul style="list-style-type: none"> <li>- Play and perform in solo &amp; ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Use and understand staff and other musical notations</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- Develop an understanding of the history of music</li> </ul>					
Physical Education	<p><b>GetSet4PE</b> Dance <i>*Swimming/Fitness/ Yoga</i></p>	<p><b>GetSet4PE</b> Fundamentals <i>*Swimming/Fitness/ Yoga</i></p>	<p><b>GetSet4PE</b> Dodgeball <i>*Swimming/Fitness/ Yoga</i></p>	<p><b>GetSet4PE</b> Tennis <i>*Swimming/Fitness/ Yoga</i></p>	<p><b>GetSet4PE</b> Gymnastics <i>*Swimming/Fitness/ Yoga</i></p>	<p><b>GetSet4PE</b> Football/Rounders <i>*Swimming/Fitness/ Yoga</i></p>
French	<ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding <ul style="list-style-type: none"> <li>- Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</li> </ul> </li> <li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. <ul style="list-style-type: none"> <li>- Speak in sentences, using familiar vocabulary, phrases and basic language structure.</li> </ul> </li> <li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <ul style="list-style-type: none"> <li>- Present ideas and information orally to a range of audiences.</li> <li>- Read carefully and show understanding of words, phrases and simple writing. <ul style="list-style-type: none"> <li>- Appreciate stories, songs, poems and rhythms in the language.</li> </ul> </li> </ul> </li> <li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <ul style="list-style-type: none"> <li>- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <ul style="list-style-type: none"> <li>- Describe people, places things and actions orally and in writing.</li> </ul> </li> </ul> </li> <li>- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>					
	<b>Language Angels:</b> Nursery Rhymes	<b>Language Angels:</b> Nursery Rhymes	<b>Language Angel:</b> Salutations	<b>Language Angels:</b> Salutations	<b>Language Angels:</b> Colours & Numbers	<b>Language Angels:</b> Colours & Numbers

RE	What do different people believe about God?	What do different people believe about God?	Why is Jesus so inspiring to some people?	Why is Jesus so inspiring to some people?	Why is the Bible important for Christians today?	Why do people pray? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>
Jigsaw (PSHE)	<p><b><u>Being Me in My World</u></b> (BM lessons, 1, 2, 4, 6)</p> <p>-I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I value myself and know how to make someone else feel welcome and valued.</p> <p>-I can face new challenges, make responsible choices and ask for help when I need it. I recognise how it feels to be happy, sad or scared and can identify if other people are feeling these emotions</p> <p>-I understand that my actions affect myself and others and I care about other people's feelings. I understand that my behaviour brings rewards/consequences</p> <p>-I understand that my actions affect others and try to see things from their point of view. I am choosing to follow the Learning Charter.</p>	<p><b><u>Celebrating Difference</u></b> (CD lessons, 1, 2, 3, 5, 6)</p> <p>-I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me.</p> <p>-I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down and can use the 'Solve it together' technique</p> <p>-I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better.</p> <p>-I recognise that some words are used in hurtful ways. I try hard not to use hurtful words (e.g. gay, fat).</p> <p>-I can tell you about a time when my words affected someone's feeling and what the consequences were. I can give and receive compliments and know how this feels</p>	<p><b><u>Dreams and Goals</u></b> (DG lessons, 1, 2, 4, 5)</p> <p>-I can tell you about a person who has faced difficult challenges and achieved success. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</p> <p>-I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition</p> <p>-I am motivated and enthusiastic about achieving our new challenge. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p> <p>-I can recognise obstacles which might hinder my achievement and take steps to overcome them. I can manage the feelings of frustration that may arise when obstacles occur.</p>	<p><b><u>Healthy Me</u></b> RSE – Statutory <b>All lessons must be taught</b></p> <p>-I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge.</p> <p>-I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.</p> <p>-I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.</p> <p>-I can identify things, people and places that I need to keep safe from. I can express how being anxious or scared feels. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>-I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe.</p> <p>-I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.</p>	<p><b><u>Relationships</u></b> RSE – Statutory <b>All lessons must be taught</b></p> <p>-I can identify the roles and responsibilities of each member of my family and can reflect on the experiences for males and females. I can describe how taking some responsibility in my family makes me feel.</p> <p>-I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>-I know and can use some strategies for keeping myself safe online.</p> <p>I know who to ask for help if I am worried or concerned about anything online.</p> <p>-I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.</p> <p>-I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>-I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.</p>	<p><b><u>Changing Me</u></b> RSE – Statutory <b>All lessons must be taught</b></p> <p>-I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals.</p> <p>-I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.</p> <p>-I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>-I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can. I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>-I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>-I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this</p>

Please see each year group's half termly Curriculum Packs for more detail on topic coverage and objectives.

Progression Maps and Subject Guides are a planning tool which support the LTP.