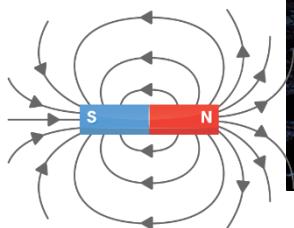


Hill Top Academy

Year 3 Summer Scheme of Learning





Rocks and Soils

Forces and Magnets

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Rocks and Soils</p> <ul style="list-style-type: none">➤ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties➤ describe in simple terms how fossils are formed when things that have lived are trapped within rock➤ recognise that soils are made from rocks and organic matter <p>Forces and Magnets</p> <ul style="list-style-type: none">➤ compare how things move on different surfaces➤ notice that some forces need contact between 2 objects, but magnetic forces can act at a distance➤ observe how magnets attract or repel each other and attract some materials and not others➤ 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➤ describe magnets as having 2 poles	<p>Rocks and Soils</p> <ul style="list-style-type: none">● Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments● Know that rock is a type of solid material.● Know that applying forces to objects can change their shape, by squeezing, stretching, bending and twisting● Know that the Earth has a solid crust made up of tectonic plates with molten rock beneath <p>Forces and Magnets</p> <ul style="list-style-type: none">● Know that metal is a material from which objects can be made● Know that as objects move across a surface there is friction when they rub against each other and that sometimes this friction is larger or smaller● Know that applying forces to objects can change their shape● Know that the roughness of a material is an example of a property	Texture, properties, appearance, soft, rough, smooth push, pull, surface, force
<p>Knowledge Components</p> <p>Rocks and Soils</p> <ul style="list-style-type: none">● Know that there are three kinds of rocks: igneous, sedimentary and metamorphic● Know that granite and basalt are types of igneous rock and that igneous rocks form from molten rock below the Earth's crust● Know that limestone and sandstone are types of sedimentary rock which form when small, weathered fragments of rock or shell settle and stick together, often in layers● Know that marble and slate are types of metamorphic rock which form when rocks in Earth's crust get squashed and heated in processes such as when tectonic plates press against each other● Know that fossils form when a plant or animal dies and is quickly covered with silt or mud so that it cannot be rotted by microbes or eaten by scavenging animals; in time		New Vocabulary Sedimentary, metamorphic, igneous, permeable, impermeable, weathered, fragment, tectonic, crust, mantle, transformed

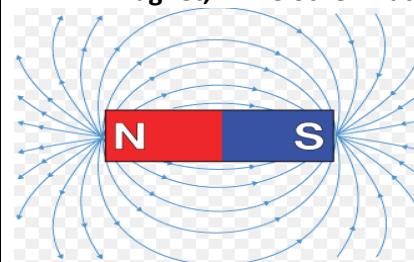
predict whether 2 magnets will attract or repel each other, depending on which poles are facing

layers of sediment build, squashing the mud and turning it to stone around the dead plant or animal; the materials in the body are replaced by minerals that flow in water through the rock, leaving a rock in the shape of the animal or plant that was once there

- Know that fossils can help us learn about things that lived long ago
- Know that soil is made from tiny particles of rock broken down by the action of weather (weathering)
- Know that Zhang Heng was a genius in many areas: he was a scientist, mathematician, poet, inventor and artist
- Know that Zhang Heng invented the world's first seismoscope that was able to detect where and when earthquakes had happened (when the Earth's tectonic plates suddenly shift causing massive vibrations

Forces and Magnets

- Know that a force can be thought of as a push or a pull
- Know that there are different types of contact force: impact forces (when two surfaces collide), frictional forces (when two surfaces are already in contact) and strain forces (when an elastic material is stretched or squashed)
- Know that objects move differently on rough and smooth surfaces; objects resist movement more on rough surfaces because there is higher friction as the object moves
- Know that there are also non-contact forces that can act between objects without them touching and that magnetism is an example of a non-contact force
- Know that magnets have two poles called north and south
- Know that like poles (south-south and north-north) of two magnets repel each other and that opposite poles of two magnets (north-south) attract each other
- Know that there is a magnetic field around a magnet which is strongest at each pole (see diagram below)
- Know that some materials are magnetic, meaning that they are attracted to a magnet, while other materials are non-magnetic



Magnet, magnetic, attract, repel, poles, North, South, magnetic field



How does human activity impact on natural disasters?

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Locational Knowledge</p> <ul style="list-style-type: none">Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Human and Physical Geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">volcanoes and earthquakes <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedUse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	<p>I know how to identify the seven continents using different sources. e.g. an atlas, globe or digital map.</p> <p>I know that defining the boundaries between continents is not always easy</p> <p>I know that coasts are where the land meets the sea to form natural boundaries.</p> <p>Knowledge Components</p> <p>I know where the North American, South American, Eurasian, African, Australian, Antarctic and Pacific plates are located.</p> <p>I know that Japan is a country in Asia.</p> <p>I know that India is a country in Asia.</p> <p>I know that Kashmir is a state in India.</p> <p>I know that the Equator marks the circumference of the Earth.</p> <p>I know places to the North of the equator lie in the Northern Hemisphere and places south of the equator lie in the Southern Hemisphere.</p> <p>I know that the Japanese government invest in mitigation strategies including water tunnels, education, transport and communication.</p> <p>I know that Japan is prepared for natural disasters.</p> <p>I know that the 2014 floods in Kashmir were unprecedented and therefore mitigation strategies were not in place.</p> <p>I know how to compare impact from natural disasters in two economically different countries.</p> <p>I know the impact that a natural disaster has on a population.</p> <p>I know a volcano is an opening in the Earth's crust where red hot rocks and gas break to the surface from underground.</p>	Continent, ocean, boundary, country, map, globe, coast
		New Vocabulary

sketch maps, plans and graphs, and digital technologies.

I know that volcanos occur on weak spots of the Earth's surface, often these are near where tectonic plates meet or part.

I know that the point of ground immediately above the origin of an earthquake is called the epicentre.

I know that convergent plate boundaries move slowly towards each other.

I know that divergent plate boundaries are moving away from each other.

I know that transform plate boundaries are scraping past each other.

I know that divergent and transform plate boundaries are more destructive than convergent boundaries, due to a sudden release of energy in the Earth's crust.

I know that Japan sits on four tectonic plate boundaries, which increases the probability of a natural disaster occurring.

I know that Japan is an archipelago (group of islands) meaning that Japan is surrounded by coastline.

I know the likelihood of experiencing a natural disaster depends on a person's proximity to a coastline or tectonic plate boundary.

I know how to use a map of the world's tectonic plates to predict how likely a place is to experience an earthquake, tsunami or volcanic eruption.

I know how to locate the Ring of Fire on a world map.

I know how to locate Japan on a world map.

I know that rising sea levels lead to increased flooding in low lying locations.

I know that human activity can increase the frequency and intensity of natural disasters.

I know that deforestation causes increased risk of flooding, soil erosion and drought.

I know that leaders have a responsibility to create policies in support of the climate.

I know that certain parts of the world are becoming harder to live in, leading to increased movement of people called migration.



Hokusai

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none">➤ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.➤ Question and make thoughtful observations about starting points and select ideas to use in their work.	<p>I know how to recognise the styles of artists, craft makers or designers and use this to inform their own work.</p> <p>I know how to talk about the similarities and differences between different artists, craft makers or designers.</p> <p>I know how to use a sketchbook to plan and develop simple ideas.</p> <p>I know how to build information on colour mixing, the colour wheel and colour spectrums.</p> <p>I know how to collect textures and patterns to inform other work.</p> <p>I know how to use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>I know how to create textured collages from a variety of media.</p> <p>I know how to make a simple mosaic.</p> <p>I know how to stitch, knot and use other manipulative skills.</p>	Weaving, french-knitting, stitch, knot, tie-dyeing, fabric crayons, wax / oil-resistant, care, malleable, recycled
<p>Knowledge Components</p> <p>Knowledge of Artists and Designers</p> <ul style="list-style-type: none">• I know how to discuss the styles of artists, craft makers or designers and use this to inform their own work.• I know how to begin to understand the historical and/or cultural significance of a chosen artist /art form. <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none">• I know how to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.• I know how to identify interesting aspects of objects as a starting point for work.		New Vocabulary
		Printing, quilting, embroidery, paper and paper trappings, appliqué, overlapping, layering, papier mache, transparent

- I know how to use a sketch book to express feelings about a subject.
- I know how to make notes in a sketch book about techniques used by artists.
- I know how to annotate ideas for improving their work through keeping notes in a sketch book

Textiles and Collage

- I know how to use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.
- I know how to name the tools and materials I have used.
- I know how to develop skills in stitching. Cutting and joining.
- I know how to experiment with a range of media e.g. overlapping, layering etc.

Responding to Art

- I know how to continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- I know how to discuss my own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- I know how to respond to art from other cultures and other periods of time.



Construction – Bridge Design

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
When designing and making, pupils should be taught to: Design <ul style="list-style-type: none">♣ 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, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none">♣ 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, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate	<p>Year 1 Workshop</p> <ul style="list-style-type: none">• I know how to arrange pieces of the construction before building• I know how to make a structure/model using different materials• I know how to make my model stronger if it needs to be <p>Year 2 Workshop</p> <ul style="list-style-type: none">• I know how to make sensible choices as to which material to use for a construction• I know how to make my structure stronger, stiffer or more stable	cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, surface, metal, wood, plastic, design, make, evaluate, user, purpose, ideas, design criteria, product, function
Knowledge Components		New Vocabulary
<p>Design</p> <ul style="list-style-type: none">• I know how to plan the equipment/tools needed and give reasons why. I know how to plan my design, using accurate diagrams and labels.• I know how to start to order the main stages of making my product.• I know how to identify a design criteria and establish a purpose/audience for my product.<ul style="list-style-type: none">• I know how to judge how realistic my plans are e.g. tools, equipment, materials, components <p>Make</p> <ul style="list-style-type: none">• I know how to use tools safely and accurately <p>Evaluate</p> <ul style="list-style-type: none">• I know how to start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work.• I know how to assess how well my product works in relation to the purpose.• I know how to explain what I changed which made my design even better. <p>Workshop</p> <ul style="list-style-type: none">• I know how to join materials effectively to build a product	shell structure, three-dimensional (3-D) shape, length, width, breadth, capacity, joining, assemble, accuracy, material, stiff, strong, decision, design brief	

♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

- I know how to use a range of techniques to shape and mould
- I know how to use finishing techniques? e.g. sanding, varnishing, glazing, etc
- I know how to work accurately to make cuts and holes



National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p>I know how to recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low)</p> <p>I know how to recognise different instruments</p> <p>I know how to explain what I like about a piece of music and why</p> <p>I know that music can be played or listened to for a variety of purposes (in history/ different cultures)</p> <p>I know how to choose, order, combine and control sounds (texture/ structure)</p> <p>I know how to use changes in dynamics, timbre and pitch to organise music</p> <p>I know how to sing songs in ensemble following the tune (melody) well</p>	Dynamics, tempo, pitch, timbre, sound, instrument
	Knowledge Components	New Vocabulary
	<p>I know the difference between pulse and rhythm.</p> <p>I know how to start to use musical dimension vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>I know how to use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece.</p> <p>I know how to recognise changes in the music using words like ‘pitch’ (high/low), ‘timbre’ (sound quality), ‘dynamics’ (loud or soft) and ‘tempo’ (fast or slow)</p> <p>I know how to describe different purposes of music in history/ other cultures</p> <p>I know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)</p> <p>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)</p> <p>I know how to create (dotted) rhythmic patterns with awareness of timbre and duration</p> <p>I know how to use musical dimensions together to compose music</p>	Pulse, rhythm, texture, minim, crotchet, quaver, semibreve, piano, forte, crescendo, diminuendo



French

Family and Friends

This 'Family & Friends' unit will teach pupils how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none">➤ Listen attentively to spoken language and show understanding by joining in and responding➤ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words➤ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*➤ Speak in sentences, using familiar vocabulary, phrases and basic language structures➤ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*➤ Read carefully and show understanding of words, phrases and simple writing➤ Appreciate stories, songs, poems and rhymes in the language➤ Describe people, places, things and actions orally* and in writing	<ul style="list-style-type: none">• I know how to follow a story and join in the repeated parts• I know how to say what foods from a set I like/dislike• I know how to describe the colour or size of an object• I know how to ask politely for something• I know how to predict a repeated phrase• I know how to make a range of simple statements by substituting vocabulary• I know how to modify a colour adjective• I know how to respond appropriately to a polite request.• I know how to recognise the correct determiner depending on gender/number• I know how to select adjectives based on gender/number of nouns• I know how to order sentences correctly.	See French Vocabulary Progression Document
Knowledge Components		New Vocabulary
<p>I can identify and introduce some of my relations I can name some common pets I can recognise some rooms in my home I can consider whether nouns are masculine or feminine I can make new sentences by substituting other vocabulary appropriately I can use masculine/feminine articles and possessive pronouns.</p>		See French Vocabulary Progression Document



Athletics

OAA

Tennis

Rounders

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none">➤ Develop competence to excel in a broad range of physical activities➤ Are physically active for sustained periods of time➤ Engage in competitive sports and activities➤ Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make action➤ They should enjoy communicating, collaborating and competing with each other.➤ They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.➤ Use running, jumping, throwing and catching in isolation and in combination➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending➤ Develop flexibility, strength, technique, control and balance➤ Perform dances using a range of movement patterns➤ Compare their performances with previous ones and demonstrate improvement	<ul style="list-style-type: none">• I understand the basic rules of athletic events/tasks• I can describe simple athletic techniques• I can run fast over short distances• I can change speed quickly with control• I can demonstrate a basic fling throw• I can demonstrate a basic push throw• I can use my arms to help jump with increased balance and control• I am willing to practice and improve• I can share a basic understanding of what happens to my body as we exercise <ul style="list-style-type: none">• I can start to think strategically to complete tasks• I understand and can explain what is meant by a 'key'• I can start to plot points on a 'map'• I can start to navigate using a simple, short 'map'• I can coordinate my body to complete more difficult tasks and challenges• I can start to suggest components for a successful warm up• I can work well with others to complete tasks and challenges• I can display resilience and patience when completing tasks and challenges	Throw, balance, control, catch Navigate, consistency, strike and field, serve
	Knowledge Components	New Vocabulary
	<u>Athletics</u>	



Tennis

- I have an understanding of basic techniques used in net/wall games
- I understand the importance of targeting space in 'attack'
- I am willing to receive feedback, and act on it to further develop my skills
- I can serve a ball with some control and consistency
- I can strike/return a moving ball with control and some consistency
- I am showing mastery in most, if not all FMS from KS1 including:
 - Running, Balance, Throwing, Catching, Striking
- I can display resilience and effort when learning new skills
- I can play fairly with & against others in small games

Rounders

- I have an understanding of basic techniques used in Strike/field games
- I understand the importance of targeting space when batting
- I am starting to display a better understanding of space when fielding
- I am willing to receive feedback, and act on it to further develop my skills
- I can underarm throw/bowl a ball with some accuracy
- I can strike a static ball with some accuracy and consistency
- I can strike a moving ball with control and some consistency
- I am showing mastery in most, if not all FMS from KS1 including: Running, balance, throwing, catching, striking
- I have developed my teamwork and communication skills when fielding as a team
- I can display resilience and effort when learning new skills
- I can play fairly with & against others in small games



Discovery RE

Sikhism

What is the best way for a Sikh to show commitment to God?

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary								
*	Knowledge Components	New Vocabulary								
	<p><u>Christianity Key Knowledge</u></p> <p><u>Discovery RE</u></p> <table border="1"> <tr> <td style="background-color: #d9c3ff;">Year 3 Summer 2</td><td>What is the best way for a Sikh to show commitment to God?</td></tr> <tr> <td style="background-color: #d9c3ff;">WORKING TOWARDS (Level 2)</td><td>I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</td></tr> <tr> <td style="background-color: #d9c3ff;">Year 3 expectation WORKING AT (Level 3)</td><td>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.</td></tr> <tr> <td style="background-color: #d9c3ff;">WORKING BEYOND (Level 4)</td><td>I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</td></tr> </table>	Year 3 Summer 2	What is the best way for a Sikh to show commitment to God?	WORKING TOWARDS (Level 2)	I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.	Year 3 expectation WORKING AT (Level 3)	I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.	WORKING BEYOND (Level 4)	I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.	
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	<p><u>Religious Engagement:</u> Listen to Kirtan (devotional songs) from the Gurdwara Audio 1</p>									



Sculpture Designers Pupils create shapes in Google Sketch-Up. They learn how to make circles, squares and rectangles, building up to a final piece.

Digital Artists Pupils will learn how to create and fill shapes and layer those shapes within a digital canvas to create complex images using the work of different artists as a stimulus.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<ul style="list-style-type: none">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	<ul style="list-style-type: none">I know what an algorithm is and I can express simple algorithms using symbols.I know that computers need precise instructions.I can create a simple programI know that programs run by following precise instructions	Transparency, technology, algorithm, program
Knowledge Components		New Vocabulary
Sculpture Designers <ul style="list-style-type: none">I know how to create digital content to achieve a given goal through combining software packagesI know how to make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.		software, layering, stack
Digital Artists <ul style="list-style-type: none">I know how to create basic shapes and fill them with colourI know how to create different shapes using the reshape toolI know how to create a stack of two or more shapesI know how to save my own workI know how to identify layering within the work of other artistsI know how to create a piece of artwork in which shapes are stacked.I know how to change the order of a stackI know how to change the transparency of a shape		



Jigsaw

Celebrating Difference

Changing Me

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary																															
<p>Pupils should know:</p> <p>Families and People who Care for Me</p> <ul style="list-style-type: none"> ➤ That families are important for children growing up because they can give love, security and stability. ➤ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <p>Caring Friendships</p> <ul style="list-style-type: none"> ➤ How important friendships are in making us feel happy and secure, and how people choose and make friends. ➤ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ➤ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p>I know that people sometimes make assumptions about girls and boys I know what is right and what is wrong I know some ways to make new friends I know what a life cycle in nature looks like I know how my body has changed since being a baby I know what the physical differences are between boys and girls</p>	difference, family, loving, special, bullying, feelings																															
<p>Knowledge Components</p>		New Vocabulary																															
<p>Celebrating Difference</p> <table border="1"> <thead> <tr> <th>Weekly Celebration</th> <th>Pieces</th> <th>PSHE Education (Developed from National Framework DfEE 2000)</th> <th>Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)</th> </tr> </thead> <tbody> <tr> <td>Accept that everyone is different</td> <td>1. Families</td> <td>I understand that everybody's family is different and important to them</td> <td>I appreciate my family/the people who care for me</td> </tr> <tr> <td>Include others when working and playing</td> <td>2. Family conflict</td> <td>I understand that differences and conflicts sometimes happen among family members</td> <td>I know how to calm myself down and can use the 'Solve it together' technique</td> </tr> <tr> <td>Know how to help if someone is being bullied</td> <td>3. Witness and feelings</td> <td>I know what it means to be a witness to bullying</td> <td>I know some ways of helping to make someone who is bullied feel better</td> </tr> <tr> <td>Try to solve problems</td> <td>4. Witness and solutions</td> <td>I know that witnesses can make the situation better or worse by what they do</td> <td>I can problem-solve a bullying situation with others</td> </tr> <tr> <td>Try to use kind words</td> <td>5. Words that harm</td> <td>I recognise that some words are used in hurtful ways</td> <td>I try hard not to use hurtful words (e.g. gay, fat)</td> </tr> <tr> <td></td> <td>6. Celebrating difference: compliments</td> <td>I can tell you about a time when my words affected someone's feelings and what the consequences were</td> <td>I can give and receive compliments and know how this feels</td> </tr> <tr> <td colspan="2">★ Assessment Opportunity</td><td></td><td></td></tr> </tbody> </table>		Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)	Accept that everyone is different	1. Families	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me	Include others when working and playing	2. Family conflict	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	Know how to help if someone is being bullied	3. Witness and feelings	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	Try to solve problems	4. Witness and solutions	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others	Try to use kind words	5. Words that harm	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)		6. Celebrating difference: compliments	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels	★ Assessment Opportunity			
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- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

<u>Changing Me</u>			
Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Understand that everyone is unique and special	1. How Babies Grow	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
Can express how they feel when change happens	2. Babies	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
Understand and respect the changes that they see in themselves	3. Outside Body Changes	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
Understand and respect the changes that they see in other people	4. Inside Body Changes Assessment Opportunity ★	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 make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
Know who to ask for help if they are worried about change	5. Family Stereotypes	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
Are looking forward to change	6. Looking Ahead	I can identify what I am looking forward to when I am in Year 4	I can start to think about changes I will make when I am in Year 4 and know how to go about this