
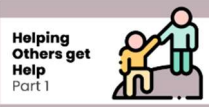


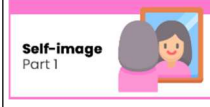











Year 3 Autumn Term

	AUTUMN 1 st Half				Autumn 2 nd Half			
Theme	Through the Ages (The Stone Age)				Tremors			
British Key Question	How has modern Britain been shaped by our Prehistoric ancestors?				Why live in Natural Disaster Hotspots? Would you?			
Enhancements	Trip: Visit to a local hillfort – Castle An Dinas Iron Age Hill Fort, near St Columb Major? Walk: Minions/Hurlers on Bodmin Moor? Visitor Kresen Kernow				Trip: Launch at beach to search for rocks – have some rocks selectively hidden on location – this can be adapted for in school launch on field/in environmental area.			
Books	Stone Age Boy- Satoshi Kitamura				The Firework Maker’s Daughter, Philip Pullman (novel study)			
Addressing Stereotypes	Satoshi Kitamura- looking at race, ethnicity and diversity				Lila wants to become a firework-maker, like her father Lalchand, who thinks this is an unsuitable job for girls.			
British Values	Democracy – Explore the differences in democracy through time – what’s changed? Rule of Law – difference between Stone Age and now – what laws have changed? Individual Liberty – difference between then and now – why the change? Mutual Respect & Tolerance – difference between then and now – why the change?				Democracy – Should I stay or go when a tremor strikes? Rule of Law – Why are evacuations enforced? Individual Liberty – Should evacuations be enforced even when people want to stay? Mutual Respect & Tolerance – Is respecting authority a must?			
Area of Learning								
Area of PSHE/SRE	Relationships	Relationships	Health and Well-Being	Health and Well-Being	Health and Well-Being	Health and Well-Being	Health and Well-Being	Health and Well-Being
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> ● about what a relationship is. ● to understand that there are different types of relationships. ● to know how relationships can help us. ● about how you can have the best relationships with other people 	Pupils should be taught: <ul style="list-style-type: none"> ● how to tell that somebody needs our help. ● that we can help someone find help for themselves. ● how we can help somebody who doesn’t think that they need help 	Pupils should be taught: <ul style="list-style-type: none"> ● to understand the meaning of growth mindset. ● about why growth mindset is important. ● to understand why you should build a growth mindset 	Pupils should be taught: <ul style="list-style-type: none"> ● about what mindfulness is. ● about why mindfulness is good for us. ● about self-assessment. ● about how self-assessment can help us 	Pupils should be taught: <ul style="list-style-type: none"> ● about what is meant by self-image. ● about why self-image is so important. ● about why it is important to accept ourselves for who we are. 	Pupils should be taught: <ul style="list-style-type: none"> ● about what anxiety is and how to know when you are feeling anxious. ● about what we should do if we feel anxious. 	Pupils should be taught: <ul style="list-style-type: none"> ● about what anger is. ● about how to control anger. ● to recognise what anger looks like. ● about when we might feel angry 	Pupils should be taught: <ul style="list-style-type: none"> ● about what stress is. ● about what causes stress. ● about how adults can be affected by stress. ● to look at the ways that we can deal with stress





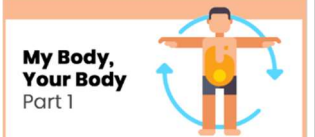

<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Relationships with others key questions: What is a relationship? How can relationships help you? Which of these are called relationships? How can relationships help us? What do you need to build a good relationship? What is loyalty? What kinds of things are important in a good relationship? What is respect?</p> <p>Phase 3 and 4 –Helping Others get Help key questions: How can you tell that someone needs help? What can you do to help them? What can you do if someone doesn't think that they need help? What can you do if they say they do not want help? What can you do if somebody does not want your help but they need it? What do you do if a friend is in danger or at risk of being hurt? Why might people not want to talk to a trusted adult about their problem?</p> <p>Phase 5 and 6 – Growth Mindset key questions: What is growth mindset? Why is growth mindset important? Who is growth mindset good for? How can you build a growth mindset? What can having a growth mindset do for you?</p> <p>Phase 7 and 8- Mindfulness key questions: What is mindfulness? Why is mindfulness good for you? Which things can help with mindfulness? How can mindfulness help you? What is self-assessment? How can self-assessment help you? Why is self-assessment important? How can self-assessment help you to achieve more?</p>				<p>Phase 1 and 2 – Self Image key questions: What is self-image? Why is self-image important? Who has the perfect self-image? Why should you accept yourself for who you are? How can you accept who you are? Why accept yourself for who you are? How can you learn to accept yourself? Can you change who you are?</p> <p>Phase 3 and 4 – Anxiety key questions: What is anxiety? How does anxiety feel? How might you be feeling if you are anxious? What makes people feel anxious? What can you do to feel less anxious? What can you do if you feel anxious? Who can you talk to if you are feeling anxious?</p> <p>Phase 5 and 6 – Anger, Difficult Feelings and Behaviour key questions: What is anger? How can you control your anger? How can having rules help us with anger? What does anger look like? When might you see or feel anger? Which situations here might make you angry? If you are feeling angry, who could you talk to about it?</p> <p>Phase 7 and 8- Stress key questions: What is stress? What might stress look like in adults? Which things might cause stress? How might stress affect adults? How can you reduce stress in your life? What if you feel an adult is stressed and you are worried about them? What can you do to cope with stress? What could you do if someone seems to be suffering with stress?</p>			
<p>Vocabulary</p>	<p>Positive, family, commitment, respect, loyalty</p>	<p>Emotions, support, confidence, reassurance</p>	<p>Problem solving, growth mindset, aspirations, resilience</p>	<p>Mindfulness, health, positive, negative, improvement</p>	<p>Positive, achievement, strength, personality</p>	<p>Worry, emotions, nervous</p>	<p>Feelings, anger, explode, heart-rate</p>	<p>Mental, environment, mindfulness</p>
<p>Outdoor Learning</p>								

Year 3 Spring Term

	Spring 1 st Half	Spring 2 nd Half				
Theme	Predators	Cornwall Charity - Shelterbox				
British Key Question	Are (Britain's) predators under threat?	What is charity and what can we do to help?				
Enhancements	Visit from animal expert – national marine aquarium, Falmouth	Visit from a ShelterBox/RNLI representative Beach and town safety audit				
Books	Mouse, Bird, Snake, Wolf – David Almond	The Dragon in the Library Louie Stowell and Cornish myths and legends, including St Piran.				
Addressing Stereotypes	David Attenborough, Steve Backshall – where are the female natural scientists? Look at the great work of Jane Goodall.	Should charity begin at home? – Explore the need for charity and aid abroad as well as at home. What support do the people of Perranporth need? Foodbanks etc				
British Values	<p>Democracy – Is the lion the king of the jungle or should other animals have a say?</p> <p>Rule of Law – Should we test on animals?</p> <p>Individual liberty – Are zoos fair?</p> <p>Mutual Respect and Tolerance – Are dangerous dogs or owners to blame?</p>	<p>Democracy – Charity – should we give to the UK or elsewhere, who decides?</p> <p>Rule of Law – Do we have a responsibility to share with others?</p> <p>Individual Liberty – would you live near a natural disaster?</p> <p>Mutual Respect & Tolerance - Give to the UK or elsewhere, who decides?</p>				
Area of Learning	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div>				
Area of PSHE/SRE	Health and Well-Being	Living in the Wider World	Health and Well-Being	Health and Well-Being	SRE and Drugs Awareness	Living in the Wider World
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> ● to overcome low self-worth. ● about the difference between self-worth that is too low or too high. 	Pupils should be taught: <ul style="list-style-type: none"> ● to understand the importance of staying safe online. ● what we need to do to stay safe online. ● that information and data is shared and used online. ● the age restrictions of different social media platforms. 	Pupils should be taught: <ul style="list-style-type: none"> ● about what screen time is. ● that too much screen time is bad for us. ● about how too much screen time can affect us. ● about how too much screen time can affect our relationships. 	Pupils should be taught: <ul style="list-style-type: none"> ● about what problem-solving is. ● to understand what time management is. ● how to be a good problem solver 	Pupils should be taught: <ul style="list-style-type: none"> ● how to make informed decisions about health. ● how to recognise early signs of physical illness. ● that some diseases can be prevented by vaccinations and immunization. ● safety rules for medicines, including what medicines and vaccinations are and how they help to keep people healthy. ● about risks and effects of drugs 	Pupils should be taught: <ul style="list-style-type: none"> ● To learn about the benefits of sun exposure. ● To know how to keep safe from sun damage and sun/heat stroke. ● To understand the risks of overexposure to the sun. ● How to reduce the risk of eye damage and skin cancers caused by the sun.

<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Self Worth key questions: What is self-worth? How can you have a healthy self-worth? What is self-worth or self-esteem? Why should you not compare yourself to others? Which expectations boost your self-worth? Can your self-worth be too high? What might it look like if your self-worth is too high? What is low self-worth?</p> <p>Phase 3 and 4 – Staying Safe Online key questions: Why do we need to be safe online? How can we stay safe online? Why should we keep our digital passwords safe and to ourselves? Why is it always important to think before you write or post anything online? What can you do if something you see online makes you uncomfortable or afraid? What is social media? What are the age restrictions on social media platforms? What are the most popular social media apps? What age do you have to be to use Facebook, Instagram, Twitter and Snapchat? Who should you speak to when you are online?</p> <p>Phase 5 and 6 – Screen Time key questions: What is screen time? Is screen time bad for us? Should there be a limit on how much screen time we get each day? Why can too much screen time affect our health? How can too much screen time affect us? How can too much screen time affect our relationships? Which of the following might you experience if you have too much screen time? How much screen time is a healthy amount?</p>		<p>Phase 1 and 2 – Problem Solving and Time Management key questions: What is problem solving? What is time management? Why is it important to be able to solve problems yourself? What are the 4 basic steps to use to help you problem solve? How can time management help you with problem solving? Which of these are steps that will help you to solve problems well? (list a) Which of these are steps that will help you to solve problems well? (list b) Which of these skills would you need to manage your time well?</p> <p>Phase 3 and 4 – Vaccinations and Diseases key questions: What are some signs that you might have got an infection, like a cold, or flu? Do you know the names of some diseases for which you might already have had a vaccination? What makes up our natural immune system? What are the body’s other defenses against microbes? What can happen if someone has an over-active immune system? How can a fever help the immune system?</p> <p>Phase 5 and 6 – Sun Safety key questions: What is the important vitamin that sunlight helps to produce? What is the hottest time of the day and when are UV levels highest? How often should you apply sunscreen? Who is responsible for taking care of my skin while I am at school? Why does the sunshine make me feel better? Do you need to protect yourself in winter sun too? What can sunglasses do to protect your eyes? Which type of skin has the most melanin? Light or dark? If melanin helps to protect skin, is it healthy to sunbathe and get a tan? Does the colour and type of your skin make a difference to you in the sun? Why should everyone protect their skin against the sun?</p>			
<p>Vocabulary</p>	<p>Self-esteem, jealous, lonely, boastful</p>	<p>Website, online, password, permission, strangers, risk, cyber-bullying</p>	<p>Consequence, balanced lifestyle, moderation, relationship</p>	<p>Challenge, time-management, dilemma, choice, respect</p>	<p>Infection, disease, immune system</p>	<p>Vitamin, protection, melanin, sunbathe, suntan</p>
<p>Outdoor Learning</p>						

Year 3 Summer Term

	Summer 1 st Half	Summer 2 nd Half				
Theme	Gods and Mortals (The Greeks)	Rainforest				
British Key Question	What impact did the Ancient Greeks have on modern democracy?	What could we all be doing to protect the rainforest?				
Enhancements	Athens Vs Sparta Battle as a launch Sports Day inspired Olympics	Eden Project visit				
Books	Leo and the Gorgon's Curse Joe Todd Stanton Selection of Ancient Greek Myths and Legends – Pandora, Theseus, Trojan Horse.	The Great Kapok Tree & Harley Hitch and the Iron Forest				
Addressing Stereotypes	Universal suffrage/right to vote (his) Comparing the rights of men/women in Athens/Sparta/Modern Britain (his)	Are children too young to help stop climate change?				
British Values	Democracy – Were there equal rights for all? Rule of Law – Were slaves covered by the same laws as everyone else? Individual Liberty – Could a Spartan become a philosopher? Mutual Respect & Tolerance – What if a Spartan refuse to fight?	Democracy – How can people help to save the rainforest (Green Party?) Rule of Law – Should laws protect endangered places and animals? Individual Liberty – What can I do to changed the future of our planet? Mutual Respect & Tolerance – Why might people damage the rainforest?				
Area of Learning	 Exercise Part 1	 British Values - Democracy & Law Part 1	 British Values - Culture and Liberty Part 1	 Who can we Trust Part 1	 My Body, Your Body Part 1	 Personal Hygiene Part 1
Area of PSHE/SRE	Health and Well-Being	Relationships	Relationships	Relationships	SRE and Drugs Awareness	Health and Well-Being
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> ● about what exercise is. ● about what exercising involves. ● about how exercise has an impact on us and our health. 	Pupils should be taught: <ul style="list-style-type: none"> ● to equip young people with an understanding of the rule of law and the reasons why laws are needed. ● to introduce the concept of rights and personal responsibility. ● to explore rights and responsibilities in the classroom. ● to equip young people with an understanding of the rule of law and the reasons why laws are needed. ● to introduce the concept of rights and personal responsibility. 	Pupils should be taught: <ul style="list-style-type: none"> ● to have opportunities to understand what individual liberty is – to think about the freedom to choose. ● to appreciate and respect our own culture and the cultures of other people. 	Pupils should be taught: <ul style="list-style-type: none"> ● to know who we can trust. ● why it is important to trust someone. ● how we gain trust of others. ● the importance of being trusted 	Pupils should be taught: <ul style="list-style-type: none"> -about the skeleton and its functions. -about what we can do to keep our bones healthy. -about what happens to our body as we get older. 	Pupils should be taught: <ul style="list-style-type: none"> -To learn that personal hygiene can have positive and negative effects on a healthy lifestyle. -That personal hygiene is showing self-respect and that developing routines is good self-care. -About how a lack of good personal hygiene can lead to the spread of germs including bacteria and viruses; -About how bacteria and viruses are spread and treated, and the importance of handwashing to stop that from happening; -That personal hygiene can contribute to stable, caring relationships and that this is

		● to explore rights and responsibilities in the classroom				important for their own safety, and good mental health.	
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Phase 1 and 2 – Exercise key questions: What is exercise? How much exercise should we do each day? What is considered exercise? What are the benefits of regular exercise? How does exercise make us feel? What is a benefit of regular exercise? What does regular exercise do for our bodies? How might you feel when you first start exercising?</p> <p>Phase 3 and 4 – British Values- Democracy and Law key questions: What is meant by the idea of government? What are different types of government? What is a campaign? What is the best democratic way to campaign? Why is it important to vote?</p> <p>Phase 5 and 6 – British Values- Culture and Liberty key questions: What do you think are the only freedoms not subject to any restriction at all? What might be some obstructions or restrictions linked to your freedom to choose? If you know someone is unfairly restricting the freedom of someone else, what can you do? What is a moral code? What is oppression? What is Freedom of Speech or Freedom of Expression? If you were part of another culture, how might you be different from the way you are now? Does culture explain why other people sometimes seem different? What can you do to learn about and understand other cultures?</p>			<p>Phase 1 and 2 – Who Can We Trust? key questions: Who can we trust? Why is it important to trust the right people? Who can you talk to if you need advice or you are worried about something? How can we show the people we care about that we can be trusted? Who are the 'special people' you can trust and why? How do we gain the trust of other people? Who are the most important people that want to be able to trust you? How can you show that you can be trusted? Why is it important to have people that trust you?</p> <p>Phase 3 and 4 – My Body, Your Body key questions: What does your skeleton do? How can we keep our bones healthy? How many bones does the human body have? What does the skeleton do?</p> <p>Which parts of our body are called the 'private parts'? How does our body shape change as we get older? What are the 'private parts' for girls? What are the 'private parts' for boys? Why do the chest and nipples grow for girls when they get older?</p> <p>Phase 5 and 6 – Personal Hygiene key questions: Why must we use soap or anti-bacterial gel as well as water to wash away dirt? How many times in one day should we wash our hands? How often should we brush teeth/ visit a dentist/ floss? What can cause cavities in your teeth? What to do when making a sandwich? What might happen if you don't wash your face and body regularly and properly? How often should we change our underwear? Why is it even more important for teenagers to keep strict hygiene routines? How can being clean give you confidence? What can you do to avoid BO? What can you do to avoid smelly feet?</p>			
	Vocabulary	Habit, exercise, positive, mental well-being	Government, vote, democracy	Freedom, choice, restrictions, culture, respect, differences	Trust, advice, worried	Private, penis, testicles, nipples, vagina, anus, offspring	Soap, dentist, hygiene, routines
Outdoor Learning							