

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p> <p>Full breakdown of Y3 Reading objectives can be found here.</p> <p><i>An additional 15 minutes of independent reading takes place daily and there is a whole class read at the end of each day</i></p>	<p>Focus text: The Sea Book by Charlotte Miner</p> <p>Reading focuses: -Identify main ideas drawn from more than one paragraph and summarise -Identify how language, structure and presentation contribute to meaning -Identify themes and conventions in a wide range of books</p>	<p>Focus text: Ice Palace by Robert Swindells</p> <p>Reading focuses: -Ask questions to improve understanding -Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence -Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Focus text: The Iron Man by Ted Hughes</p> <p>Reading focuses: -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence -Identify themes and conventions in a wide range of books -Discuss words and phrases that capture the reader's interest and imagination -Identify themes and conventions in a wide range of books</p>	<p>Focus text: This Morning I met a Whale by Michael Morpurgo</p> <p>Reading focuses: -Ask questions to improve understanding -Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence -Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Focus text: The Egyptian Cinderella by Shirley Climo</p> <p>Reading focusses: -Use dictionaries to check the meaning of words that they have read -Identify main ideas drawn from more than one paragraph and summarise -Retrieve and record information from non-fiction -Ask questions to improve understanding</p>	<p>Focus text: Illustrated Atlas of Britain and Ireland by Struan Reid and Megan Cullis</p> <p>Reading focuses: -Retrieve and record information from non-fiction -Use dictionaries to check the meaning of words that they have read -Identify how language, structure and presentation contribute to meaning</p>
<p>Writing</p> <p>Full breakdown of Y3 Writing objectives can be found here.</p>	<p>Focus text: 'Seal Surfer' by Michael Foreman</p> <p>Writing outcome: Recount: Write a letter from the boy to his grandfather</p> <p>Writing focuses: -Group related ideas into paragraphs -Build a varied and rich vocabulary</p>	<p>Focus text: 'Winter's Child' by Angela McAllister</p> <p>Writing outcome: Fiction: Write a fantasy story based on a fable</p> <p>Writing focuses: -Use conjunctions and adverbs to express, time, place and cause</p>	<p>Focus text: 'Stone Age Boy' by Satoshi Kitamura</p> <p>Writing outcome: Fiction: Historical Narrative</p> <p>Writing focuses: - Form nouns with a range of prefixes - Use present and past tenses correctly</p>	<p>Focus text: 'Big, Blue Whale' by Nicola Davies</p> <p>Writing outcome: Non-Fiction: Informative article about whales</p> <p>Writing focuses: -Use adverbs to express time, place and cause</p>	<p>Focus text: 'Egyptology' By Douglas Steer</p> <p>Writing outcome: Fiction: Adventure Story</p> <p>Writing focuses: -Use the present perfect form of verbs in contrast to the past tense</p>	<p>Focus text: 'Zerraffa Giraffa' by Diane Hoffmeyer</p> <p>Writing outcome: Non-Fiction: Persuasive Writing</p> <p>Writing focuses: -Build an increasing range of sentence structures</p>

	<ul style="list-style-type: none"> -Use prepositions to express time, place and cause -Introduce inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> - Use a or an according to whether the next word begins with a vowel or consonant - In narratives, create characters, settings and plot -Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> and consistently including progressive and present perfect forms - Use inverted commas to punctuate direct speech - Build a varied and rich vocabulary - Create dialogue between characters that shows their relationship with each other -Use 3rd or 1st person consistently 	<ul style="list-style-type: none"> -Build an increasing range of sentence structures -Use headings and subheadings to aid presentation -Assess the effectiveness of own and others' writing. -Use persuasive language e.g. alliteration, repetition. -Select organisational features e.g. opening statement, sub-headings, closing statement 	<ul style="list-style-type: none"> -Use prepositions, conjunctions and adverbs to express time, place and cause -Group related ideas into paragraphs -Use a or an according to whether the next word begins with a noun or a consonant -Create dialogue between characters that shows their relationship with each other -Use 3rd person consistently -Use tenses appropriately 	<ul style="list-style-type: none"> -Use simple organisational devices including headings and sub-headings to aid presentation -Use present and past tenses correctly and consistently including the progressive form and the present perfect form -Use persuasive language e.g. alliteration, repetition. -Write in logical order -Use 2nd person or 3rd person to talk directly to the reader -Select organisational features e.g. opening statement, sub-headings
Handwriting	Know which letters are appropriate to join. Ensure joined handwriting is legible with all letters the same height and the correct distance apart from each other.					
Mathematics Full breakdown of Y3 Mathematics objectives can be found here .	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Money Statistics	Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity
Religious Education	Called by God: What does it mean to be called by God?	Christmas: God with us	Jesus the man who changed lives:	Easter: Exploring the sadness and joy of Easter	Rules for Living: Which rules should we follow?	Harvest: Why do we celebrate Harvest?

<p align="center">Science</p> <p>Full breakdown of Y3 Science objectives can be found here.</p>	<p align="center">Animals Including Humans</p> <p>During this unit of work, children will learn about the structure of the human skeleton and how the muscles also work alongside the skeleton to support and protect the human body. They will then look at how skeletons differ in different animals. Finally, children will look at nutrition and the importance of eating a healthy diet.</p>	<p align="center">Forces and Magnets</p> <p>During this unit of work, children will explore simple pushes and pulls as an introduction to forces. They will explore how the texture of an object or the surface it is on can affect how the object moves. They will then explore pushes and pulls further by investigating different magnets and how they can pull (attract) and push (repel) at a distance without contact.</p>	<p align="center">Light</p> <p>During this unit of work, children will recognise that they need light in order to see things and that dark is the absence of light. They will learn to identify light sources; explore what happens when light reflects off mirrors or other reflective materials and think of ways to protect themselves from the Sun. They will investigate which materials make the best/worst shadows and conduct an experiment to find out about the relationship between the height of a light source and the length of a shadow. Children will also experience a range of activities to discover how mirrors work.</p>	<p align="center">Super Science Experiments</p> <p align="center">Inspirational Scientists</p> <p align="center">British Science Week</p>	<p align="center">Rocks</p> <p>During this unit of work, children will explore different rocks and soils. They will classify and group together rocks based on their appearance as well as their physical properties. They will learn how the Earth is made up of different rocks and fossils and begin to explain how some of the different rocks are formed. Children will also look at fossils, what they are and how they are formed in rock.</p>	<p align="center">Plants</p> <p>During this unit of work, children will build upon their previous knowledge of plants and trees from Year 2 where children find out what plants need in order to stay healthy once they have grown. Throughout this topic, children will be creating a booklet. They will identify and describe the functions of the different parts of plants. They will explore what plants need for life and growth. Children will then complete an investigation to see how water is transported through plants. Children will also look at seeds and explore the different ways that plants disperse their seeds.</p>
<p align="center">Art</p> <p>Full breakdown of Y3 Art objectives can be found here.</p>	<p align="center">Drawing: Growing Artists</p> <ul style="list-style-type: none"> - Recognise how artists use shape in drawing. - Understand how to create tone in drawing by shading. - Understand how texture can be created and used to make art. - Apply observational drawing skills to create detailed studies. - Apply an understanding of composition to create abstract drawings. 		<p align="center">Sculpture and 3D: Abstract Shape and Space</p> <ul style="list-style-type: none"> - Join 2D shapes to make 3D structures. - Join materials in different ways when working in 3D. - Develop ideas for 3D artwork. - Apply knowledge of sculpture when working in 3D. - Evaluate and improve an artwork. 		<p align="center">Craft and Design: Ancient Egyptian Scrolls</p> <ul style="list-style-type: none"> - Investigate the style, pattern and characteristics of Ancient Egyptian art. Apply design skills inspired by the style of an ancient civilisation. - Apply understanding of ancient techniques to construct a new material. Apply drawing and painting skills in the style of an ancient civilisation. - Apply an understanding of Egyptian art to develop a contemporary response. 	

<p>Computing</p> <p>Full breakdown of Y3 Computing objectives can be found here.</p>	<p>My Online Life</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Improves children's knowledge of the risks of their online lives and to develop skills when using online services <p>Apps: Book Creator</p>	<p>Dancing Robot</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Introduces children to visual coding with the Scratch Jr app. -Use graphical programming blocks to make characters move, jump, dance and sing <p>Apps: Book Creator Scratch Jr Popplet Seesaw Lightbot</p>	<p>Rainforests</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Explore rainforests through new Virtual Reality (VR) apps -Create their own interactive learning games for younger children to play <p>Apps: Book Creator</p>	<p>Keyboard Adventures</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> -Learn keyboard and typing skills through fun activities 	<p>Online Detectives</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Learn the art of advanced internet searching -Learn new tricks to improve their searches while they try to solve puzzles and challenges <p>Apps: Book Creator</p>	<p>T-Shirt Designer</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> -Use creativity and imagination to design an amazing t-shirt -Learn about design, illustration, photography and managing budgets <p>Apps: Book Creator Seesaw</p>
<p>Design Technology</p> <p>Full breakdown of Y3 Design Technology objectives can be found here.</p>	<p>Cooking and Nutrition: Eating Seasonally</p> <ul style="list-style-type: none"> - Know that climate affects food growth - Understand the advantages of eating seasonal foods grown in the UK - Create a recipe that is healthy and nutritious using seasonal vegetables - Safely follow a recipe when cooking 		<p>Digital World: Electronic Charm</p> <ul style="list-style-type: none"> - Understand the impact of the digital revolution in the world of (D&T) product design - Write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an echarm - Create and decorate a foam pouch for the echarm, using a template - Design a display badge and/or stand using CAD (computer-aided design) software for an echarm product 		<p>Structures: Constructing a Castle</p> <ul style="list-style-type: none"> - Recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure - Design a castle - Construct 3D nets - Construct and evaluate my final product 	
<p>Geography</p> <p>Full breakdown of Y3 Geography objectives can be found here.</p>	<p>How are European countries different?</p> <p>Local Links: Comparison with Liverpool Field work: Compass use</p> <ul style="list-style-type: none"> - Locate and name the five oceans and seven continents on a world map -Name the different countries in Europe and surrounding seas 		<p>Why was the River Nile so important?</p> <p>Local Links: Comparison with River Thames (London)</p> <ul style="list-style-type: none"> -Locate the River Nile on a map -Describe the journey of the River Nile from source to mouth -Use appropriate vocabulary to describe and understand key aspects of: 		<p>What is life like in India?</p> <p>Local Links: Comparison with Lake District</p> <ul style="list-style-type: none"> -Locate India on a world map and know that it's capital is New Delhi -Know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and 	

	<ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of, a region in a European country – Spain and an in-depth study of Madrid - Ask and answer questions to help compare and contrast Liverpool UK and Madrid Spain - Identify European countries in particular Germany and France based on human features, such as language, flag and currency. -Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied, for example, countries in Europe (and their capital cities) -Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (field work) 	<p>Physical and Human geography, including: Mountains, rivers, floods, delta, tributary, language, currency, population, food, religion and culture</p> <ul style="list-style-type: none"> -Find out the positive and negative effects of the Aswan High Dam on the River Nile -Explore the physical and human geography of the Nile Delta -Explore uses for the River Nile and how these have changed over time - Use geographical skills to describe in detail a journey up the River Nile in Egypt - Compare and contrast the River Nile with the River Thames, London. 	<p>dry, and topical wet climates, and can explain what each of these climates is like</p> <ul style="list-style-type: none"> -Know what a monsoon is -Explain how a mountain is formed and locate some of the major mountain ranges in India - Focus on Chembakolli, Nilgril Hills and compare and contrast with the Lake District UK -Explore and describe some features of Indian culture and how this has influenced the wider world -Use a climate map with a key to identify different climates in India -Use the street view function on Google maps to explore the human and physical features of cities in India -Use population density maps to compare the populations of India and the UK
<p>History</p> <p>Full breakdown of Y3 History objectives can be found here.</p>	<p>When do you think it was better to live? (Stone age to Iron Age)</p> <ul style="list-style-type: none"> - Understand that Britain was once covered in ice. They know that the earliest settlers were hunter gatherers and lived in caves. Pupils can make deductions about lifestyle of Stone Age man from images. They can advance at least 2 reasons to suggest Stone Age man was interested in art and ceremonies. - Locate the move to farming on a simple timeline. They grasp that hunter-gatherers were living alongside early farmers about 5,000 years ago. They can explain the impact of farming esp. taming wild animals, growing wheat etc. Some pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic. - Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen? - Pupils understand that it was built about 5,000 years ago, in stages. They can explain how it was built. They can speculate as to likely use and come to a reasoned judgement using evidence. They understand that it was one of many similar constructions from that time. They use provisional and tentative language (might have, perhaps, possibly, maybe etc.) - Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. They can draw inferences from archaeological finds They can explain how artists' impressions are created from fragments of finds. 	<p>What did the Ancient Egyptians achieve?</p> <ul style="list-style-type: none"> - Explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt - Make suggestions about what unfamiliar artefacts might have been used for - Explain the significance of the discovery of the Rosetta stone - Generate questions I want to find the answers to about life in ancient Egypt - Choose an area I wish to research, and use a variety of sources to carry out my research - Describe the features of daily life in ancient Egypt - Explain the events surrounding the discovery of Tutankhamen's tomb - Describe ancient Egyptian beliefs in the afterlife - Explain the process of mummification. I can describe the difference between ancient and modern periods - Know when the ancient Egyptian civilisation was 	

					- Sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras	
<p>Modern Foreign Languages (Spanish)</p> <p>Full breakdown of Y3 Modern Foreign Languages objectives can be found here.</p>	<p>I'm learning Spanish</p> <ul style="list-style-type: none"> -Know key facts about Spain, the basic geography of Spain and the countries that surround it -Ask and say how you feel -Ask and say your name -Know numbers 1-10 - Know the basic colours 	<p>Animals</p> <ul style="list-style-type: none"> -Know the nouns and articles for 10 animals -Extend knowledge by the introduction of 'soy' encouraging miming and oral presentation of 'soy...' plus an animal 	<p>Fruits</p> <ul style="list-style-type: none"> -Name, recognise and remember up to 10 fruits in Spanish -Attempt to spell some of these nouns with their correct article/determiner -Ask somebody in Spanish if they like a particular fruit -Say what fruits we like and dislike in Spanish 	<p>Musical Instruments</p> <ul style="list-style-type: none"> -Know the noun and article for 10 instruments -Know the Spanish verb 'tocar' (to play) using the form 'toco' (I play) 	<p>Little Red Riding Hood</p> <ul style="list-style-type: none"> -Use the story of 'Little Red Riding Hood' to develop listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story -Use the story to introduce parts of the body 	<p>I Can...</p> <ul style="list-style-type: none"> -Know verbs/every day activities -Know the Spanish verb 'poder' in the form of 'puedo' (I can)
<p>Music</p> <p>Full breakdown of Y3 Music objectives can be found here.</p>	<p>Stone Age</p> <ul style="list-style-type: none"> - Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. - Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance. 	<p>Castles</p> <ul style="list-style-type: none"> - In this unit pupils will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. - Pupils have the opportunity to revisit and practice basic pitch, pulse and rhythm performance skills. - They will move on to embed these skills in both composition and 	<p>Drumming</p> <ul style="list-style-type: none"> - Learn how to hold the drums and maintain the correct playing position. - Maintain a steady beat. - Understand the connection between tempo and pulse, perform at different tempos and understand the difference between long and short notes. - Learn the Conga beat and keep the rhythm. - Use call and response pattern. 	<p>Drumming</p> <ul style="list-style-type: none"> - Learn how to hold the drums and maintain the correct playing position. - Maintain a steady beat. - Understand the connection between tempo and pulse, perform at different tempos and understand the difference between long and short notes. - Learn the Conga beat and keep the rhythm. - Use call and response pattern. 	<p>Recorders</p> <ul style="list-style-type: none"> - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness of different rhythms and be able to copy them, when required. - Pupil will learn how to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to move their fingers between 	<p>Recorders</p> <ul style="list-style-type: none"> - Pupils will sing songs and play rhythm games. - Pupils will listen with increasing awareness of different rhythms and be able to copy them, when required. - Pupil will learn how to blow the recorder with control, producing a quiet and pleasing sound. - They will learn the notes G-B, placing their fingers over the correct holes. - They will be able to move their fingers between

		<p>improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.</p>	<ul style="list-style-type: none"> - Play with loud and soft dynamics. - Perform an arrangement to an audience. 	<ul style="list-style-type: none"> - Play with loud and soft dynamics. - Perform an arrangement to an audience. 	<p>these notes slowly, with care.</p> <ul style="list-style-type: none"> - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates. 	<p>these notes slowly, with care.</p> <ul style="list-style-type: none"> - They will play a selection of pieces using these notes. - Use musical notation and be encouraged to read the notes on the stave. - Pupils will be introduced to simple musical language relating to features in the pieces. - Pupils will be able to volunteer to perform solos in front of their classmates.
<p>PE</p> <p>Full breakdown of Y3 PE objectives can be found here.</p>	<p>Gymnastics</p> <p>Pupils focus on improving the quality of their gymnastics movements. They are introduced to the term's 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequencer work, collaborating with others to use matching and contrasting actions and shapes and develop linking</p>	<p>Hockey</p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided teams. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing</p>	<p>OAA</p> <p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p>Dodgeball</p>	<p>Tennis</p> <p>Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Football</p>	<p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p> <p>Swimming</p>	<p>Cricket</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batter's scores low. In all game activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration</p>

	<p>sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p style="text-align: center;">Netball</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attach towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided version of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> <p style="text-align: center;">Dance and Fitness</p> <p>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling the ball. They will start by playing uneven and then move onto even sided games. They learn to work one to one and cooperatively within a team. Showing respect for their teammates, oppositions and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>Pupils will be introduced to specific swimming strokes on their front and on their backs. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p style="text-align: center;">Swimming</p> <p>Pupils will be introduced to specific swimming strokes on their front and on their backs. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p>	
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Changing Me / RSE Week	Relationships
	<ul style="list-style-type: none"> - Setting personal goals 	<ul style="list-style-type: none"> - Families and their differences 	<ul style="list-style-type: none"> - Difficult challenges 	<ul style="list-style-type: none"> - Exercise - Fitness challenges 	<ul style="list-style-type: none"> - How babies grow 	<ul style="list-style-type: none"> - Family roles and responsibilities

	<ul style="list-style-type: none"> - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives 	<ul style="list-style-type: none"> - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments 	<ul style="list-style-type: none"> - and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings - Simple budgeting 	<ul style="list-style-type: none"> - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and offline - scenarios - Respect for myself and others - Healthy and safe choices 	<ul style="list-style-type: none"> - Understanding a baby's needs - Outside body changes - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition <p>RSE Week Coverage</p> <ul style="list-style-type: none"> - Understand what homophobic language is. - Understand what inappropriate touch is. - Recognise the importance of personal hygiene (including dental). - Understand where they can go for help and advice. 	<ul style="list-style-type: none"> - Friendship and negotiation - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family and friends
Global Citizenship Events	<p>Roald Dahl Day European Languages Day</p> <p>International Walk to School Month</p> <p>Hello Yellow (Mental Health)</p> <p>Hate Crime Awareness Week</p> <p>Black History Month</p>	<p>TSP's Celebration of Kindness Week (World Kindness Day)</p> <p>Anti-Bullying/ Behaviour Awareness Week</p> <p>Remembrance Sunday</p> <p>Children In Need Road Safety Week</p> <p>Human Rights' Day</p>	<p>Holocaust Memorial Day</p> <p>National Storytelling Week</p> <p>Safer Internet Day</p> <p>Chinese New Year</p> <p>Fairtrade Fortnight</p> <p>Climate Coalition Day</p>	<p>National Careers Week</p> <p>World Book Day</p> <p>International Women's Day</p> <p>Brain Awareness Week</p> <p>British Science Week Comic Relief /Sport Relief</p>	<p>Earth Day</p> <p>Local and Community History Month</p> <p>World Red Cross and Red Crescent Day (Red Cross Week)</p> <p>International Day against Homophobia and Transphobia</p>	<p>World Environment Day</p> <p>Healthy Eating Week</p> <p>My Money Week</p> <p>National School Sport Week</p>