

Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 3 SEAL Theme	New beginnings A1, A3, A5, A7, B3, B7, B8, D7, D9	Getting on and falling out A3, A5, B7, D7 Say no to bullying D4, D7	Going for goals A5, A9, A11, A12, D9	Good to be me A3, A5, A11, C6, C14, D7	Relationships A3, A5, A9, A11, D7	Changes A3, A5, A9, A11, A12, D7
Whole School	Citizenship & pupil voice School Council Elections Negotiating class charter/ rules. Rights, responsibilities and rules. Learning to Learn Skills Keeping safe E-safety lessons	Anti-Bullying Week Remembrance Day (Nov) Children in Need (Nov)	Keeping safe <u>Safer Internet Day</u> <u>E-Safety Week</u> (February 2015)	<u>Citizenship</u> (Diversity) Global education week(Apr) Environment Tidy School Week (Apr). Developing school environment.	Financial <u>Enterprise:</u> My Money Week (June) Citizenship	Being healthy and keeping safe Road Safety Walk to school week(May) Sun Safety Being healthy and keeping safe Water Safety Assembly Being healthy and keeping safe Sports Day- healthy lifestyle
Year 3 PSHEe	Pupil voice B19 <u>Can I identify how and why rules and laws are made and enforced and are different in</u>	Anti-Bullying Week <u>Can I recognise and express emotions and understand how my feelings can affect myself and others?</u>	Safety C7, C8, C9, C17 B4 <u>Can I identify the need for health and safety in my own environment and</u>	Citizenship, diversity & difference B13, B15, D1, D3, D6, D12, D13, <u>Can I identify diversity in society</u>	Sex and relationships education SRE (See Science below) Financial Enterprise	Eating healthily, being active Tobacco education B3, C5, C11, C14, C16 <u>Can I identify the basic rules of personal protection</u>

<p><u>differing situations?</u></p> <p>I understand why we need to have different rules in different places and know what the rules are in school.</p> <p>I take part in class discussion about issues raised at school council.</p>	<p><u>Can I resolve differences and solve problems by looking at alternatives, making decisions and explaining choices?</u></p> <p>I can usually tell if other people are feeling happy, sad, scared or excited.</p> <p>I know how to be a good listener.</p> <p>I know how to give and receive compliments.</p> <p>I know how to see things from someone else's point of view.</p> <p>I can tell you some ways of helping to make someone who is bullied feel better.</p> <p>I can understand how I might hurt others.</p>	<p><u>recognise when risks occur e.g. road and water safety, basic first aid and e-safety?</u></p> <p><i>I know how I can make things less risky and be responsible for myself.</i></p> <p>I know how bacteria and viruses can affect my health.</p> <p>I know how I can help prevent bacteria and viruses spreading.</p> <p>I can talk about ways of keeping myself safe.</p>	<p><u>and the contributing factors, including the range of languages, cultures and beliefs represented in the school and wider community?</u></p> <p>I can recognise and respect the similarities and differences between people in different places.</p> <p>I can devise questions for an enquiry to find out more about people living in a different place.</p> <p>I am aware of different types of relationships, including marriage.</p> <p>I know that there are different types of family.</p> <p>I can understand</p>	<p><u>Can I explain how money is used in everyday life?</u></p> <p>I identify the different use of money in everyday life.</p> <p>I begin to explain why money can be very important.</p> <p><u>Can I use money to plan an event?</u></p> <p>I explain my budget</p> <p>I understand the word profit.</p> <p>I set realistic targets.</p> <p>I explain the outcome of my event in terms of how much money I made.</p> <p>I begin to understand how to save.</p>	<p><u>including sun, road, water and classroom safety?</u></p> <p><i>I know how I can make things less risky and be responsible for myself</i></p> <p>I know how bacteria and viruses can affect my health.</p> <p>I know how I can help prevent bacteria and viruses spreading.</p> <p><u>Can I begin to identify that not all drugs are medicines and know some of the laws related to substance use?</u></p> <p>I can identify some everyday drugs and know some of the different effects of everyday drugs.</p> <p>I can say what I know, and what more I want to know about smoking.</p>
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Year 3 Learning Journeys	Smugglers Ahoy! This is a local study of the history of smuggling in the local area. We will also be studying the local coastline.	Lights! Camera! Action! Light and shadows, incorporating the study of shadow puppetry. We will be creating a puppet show.	Superheroes – Science focus. Separate the fact from fiction (forces are fact/ Superheroes are fictional).	Groovy Greeks A study of Ancient Greek life and achievements and their influence on the Western world.	Flow and Grow Habitats, animals and plants by the river (seed dispersal) Geography focus: Rivers	Postcard from the Caribbean Understand geographical similarities and differences between United Kingdom and St Lucia.
Year 3 RE - A Journey of Discovery 45 hours per year	Beliefs and questions. Christianity and Judaism – the Creation.	Hanukkah Characters in the Christmas story	Moses, 10 Commandments, The Exodus,	Passover, Maundy Thursday	Jewish and Christian marriage	Artefacts for prayer and worship
Year 3 Science	<ul style="list-style-type: none"> • I can name and correctly label the main, external parts of the body, including the sexual parts • I can tell you about how I am growing • I can identify ways in which boys and girls are similar and different • I can describe a number of ways I have changed since I was a baby • I know about parts of my body which are private and should not be touched without my permission. • I can understand simple rules for keeping myself safe. 					

