

Bassingbourn Community Primary School

Year 3 Curriculum

2024 - 2025



Bassingbourn

Community Primary School

Autumn		Spring		Summer	
<p><i>Picturebooks</i></p> <ul style="list-style-type: none"> - The Smart Cookie by Jory John and Pete Oswald - Ug: Boy Genius of the Stone Age by Raymond Briggs - Stone Age Boy by Satoshi Kitamura - The First Drawing by Mordicai Gerstein - The Tunnel by Anthony Browne - The Three Billy Goats Gruff by Mac Barnett and Jim Klassen <p><i>Chapter Books</i></p> <ul style="list-style-type: none"> - The Iron Man by Ted Hughes - The Boy with the Bronze Axe by Kathleen Fidler <p><i>Non-fiction</i></p> <ul style="list-style-type: none"> - Nano by Dr. Jess Wade <p><i>Talk for Writing texts</i></p> <ul style="list-style-type: none"> - How to Catch an Iron Man – Oak National Academy - Elf Road (Pie Corbett) <p>Hunter Gatherers</p>	<p><i>Picturebooks</i></p> <ul style="list-style-type: none"> - Leonora Bolt by Lucy Brandt and Gladys Jose - Ocean Metts Sky by The Fan Brothers - When Jessie Came Across the Sea by Amy Hest <p><i>Chapter Books</i></p> <ul style="list-style-type: none"> - Varjak Paw by SF Said and Dave McKean <p><i>Non-fiction</i></p> <ul style="list-style-type: none"> - Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion Shannon Stocker & Devon Holzwarth <p><i>Poetry</i></p> <ul style="list-style-type: none"> - Selfies with Komodos by Brain Moses and Ed Boxall <p><i>Talk for Writing texts</i></p> <ul style="list-style-type: none"> - Dragon Post (Emma Yarlett) - Astonishing Antarctica (Grammarsaurus) <p>The World Jigsaw</p>	<p><i>Chapter Books</i></p> <ul style="list-style-type: none"> - The Boy Who Stole the Pharaoh's Lunch by Karen McCombiw and Anneli Bray - The Ancient Egypt Sleepover by Stephen Davies <p><i>Graphic Novel</i></p> <ul style="list-style-type: none"> - Super Space Weekend: Adventures in Astronomoy by Gaelle Almeras <p><i>Non-fiction</i></p> <ul style="list-style-type: none"> - (check books in the topic box) - Egyptian Myths: Meet the Gods, Goddesses and Pharaohs of Ancient Egypt by Jean Menzies <p><i>Talk for Writing texts</i></p> <ul style="list-style-type: none"> - Alien Landing by Pie Corbett <p>Explore Egypt</p>	<p><i>Picturebooks</i></p> <ul style="list-style-type: none"> - Gregory Cool by Caroline Binch <p><i>Chapter Books</i></p> <ul style="list-style-type: none"> - The Nothing to See Here Hotel by Steven Butler and Steven Lenton <p><i>Non-fiction</i></p> <ul style="list-style-type: none"> - The Big Book of Festivals by Joan-Maree Hargreaves <p><i>Poetry</i></p> <ul style="list-style-type: none"> - Find Peace in a Poem by Various <p><i>Talk for Writing texts</i></p> <ul style="list-style-type: none"> - A Tale of Two Beasts by Fiona Robertson <p>Volcanoes and Earthquakes</p>	<p><i>Picturebooks</i></p> <ul style="list-style-type: none"> - Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandre Stewart <p><i>Chapter Books</i></p> <ul style="list-style-type: none"> - The Glass Slipper Academy by Paul Harrison <p><i>Non-fiction</i></p> <ul style="list-style-type: none"> - Beasts of the Ancient World: A Kid's Guide to Mythical Creatures by Marchella Ward - Mythologica: An encyclopedia of gods etc. by Dr. Stephen P. Kershaw <p><i>Poetry</i></p> <ul style="list-style-type: none"> - Jelly Boots, Smelly Boots by Michael Rosen <p><i>Talk for Writing texts</i></p> <ul style="list-style-type: none"> - The Great Kapok Tree by Lynne Cherry - Science experiment from Grammarsaurus <p>Glorious Greeks</p>	<p><i>Picturebooks</i></p> <ul style="list-style-type: none"> - Faruq and the Wiri Wiri by Sophia Payne and Sandhya Prabhat - The Midnight Fair by Gideon Sterer <p><i>Chapter Books</i></p> <ul style="list-style-type: none"> - The Girl Who Became a Fish by Polly Ho-Yen and Sojung Kim-McCarthy <p><i>Graphic Novel</i></p> <ul style="list-style-type: none"> - Tom's Midnight Garden Graphic Novel by Philippa Pearce <p><i>Non-fiction</i></p> <ul style="list-style-type: none"> - The Street Beneath my Feet - A Wild Child's Book of Birds by Dara McAnulty <p><i>Talk for Writing texts</i></p> <ul style="list-style-type: none"> - Guess Who in the Woods Haiku Poems for Children <p>Local study – Settlements</p>

Talk4Writing over the Year

Below are the different writing texts we will be looking at over the year in Year 3.

1. Instruction
2. Narrative
3. Letter
4. Narrative (Science Fiction)
5. Newspaper
6. Persuasive
7. Recount
8. Poetry



Autumn		Spring		Summer	
Week 1-3	<p>Number sense and exploring calculation strategies</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to 100. Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference. Derive new facts from a known fact. 	Week 1-2	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication facts for 2, 3, 4, 5, 6, 8, 10. Multiplicative structures: equal groups/parts, change and comparison, correspondence problems. Relationships: commutativity and inverse. 	Week 1-3	<p>Angles and shape</p> <ul style="list-style-type: none"> Identify angles including right angles and recognise as a quarter of a turn. Identify and draw parallel and perpendicular lines. Draw/make, classify and compare 2-D and 3-D shapes. Measure perimeter.
Week 4-5	<p>Place Value</p> <ul style="list-style-type: none"> Read, write, represent, partition, order and compare 3-digit numbers. Find 10 and 100 more or less. Round to the nearest multiple of 10 and 100. 	Week 3-5	<p>Deriving multiplication and division facts</p> <ul style="list-style-type: none"> Multiply and divide by 10 and 100. Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations. Divide 2-digit by a 1-digit. 	Week 4-6	<p>Measures</p> <ul style="list-style-type: none"> Read scales with different intervals when measuring mass and volume. Weight and compare masses and capacities with mixed units. Estimate mass and capacity.
Week 6	<p>Graphs</p> <ul style="list-style-type: none"> Collect, interpret and present data using charts and tables. 				
Week 7-9	<p>Addition and subtraction</p> <ul style="list-style-type: none"> Develop and use a range of mental calculation strategies. Illustrate and explain formal written methods – column method. 	Week 6-7	<p>Time</p> <ul style="list-style-type: none"> Tell, record, write and order the time analogue and digital. 12-hour, a.m., p.m. Measure, calculate and compare durations. 	Week 7	<p>Securing multiplication and division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for 6 and 8 times tables.
Week 10-11	<p>Length and Perimeter</p> <ul style="list-style-type: none"> Measure, draw and compare lengths. Add and subtract lengths. Calculate perimeter. 				
		Week 8-10	<p>Fractions</p> <ul style="list-style-type: none"> Part-whole relationships. Fractions as part of a whole or a whole set and as a number. Add, subtract, compare and order fractions. 	Week 8-9	<p>Exploring calculation strategies and place value</p> <ul style="list-style-type: none"> Add and subtract mentally. Find 10, 100 and 1000 more or less. Order and compare beyond 1000. Round numbers.

Autumn		Spring		Summer	
<p><u>Animals, including humans</u></p> <p>Movement and nutrition: Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p>	<p><u>Forces, Earth and space</u></p> <p>Forces and magnet: Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.</p>	<p><u>Materials</u></p> <p>Rocks and soil: Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of paleontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses and explore soil formation, separate soil using a sedimentation jar and test soil drainage.</p>	<p><u>Energy</u></p> <p>Light and shadows: Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</p>	<p><u>Plants</u></p> <p>Plant reproduction: Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. They investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.</p>	<p><u>Making connections</u></p> <p>Does hand span affect grip strength? Experimenting, analysing data and drawing conclusions allows children to explore the relationship between hand span and grip strength. They test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.</p>

Art and Design

Autumn		Spring		Summer	
<u>Gestural Drawing with Charcoal</u>	<u>Working with Shape and Colour</u>	<u>Telling Stories Through Making</u>	<u>Cloth, Thread, Paint</u>	<u>Making Animated Drawings</u>	<u>Using Natural Materials to Make Images</u>
Making loose, gestural drawings with charcoal, and exploring drama and performance.	“Painting with Scissors”: Collage and stencil in response to looking at artwork.	Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.	Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype

Autumn		Spring		Summer	
Fundamentals	OOA	Ball Skills	Rounders	Gymnastics	Swimming



Autumn	Spring	Summer
<p>Hunter Gatherers Focus: Children will know the changes in Britain from Stone Age to Iron Age</p>	<p>Exploring Egypt Focus: Children will know when and where the ancient Egyptian civilisation appeared and what life was like at the time.</p>	<p>Glorious Greeks Focus: Children will know about ancient Greek life, their achievements and their legacy.</p>
<ul style="list-style-type: none"> Stone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans. People moved from hunter-gatherer to farmer, from rural to urban, from fighting for survival to sophisticated society. Stone age - Palaeolithic - Nomadic people were hunters, found food by moving from place to place in different seasons. Britain geographically part of mainland Europe Mesolithic - during this period sea levels rose Britain became an island. Tools developed becoming smaller and finer. Invention of canoes leading to fish hunting. Neolithic - people settled into villages and began farming. Began to look after animals and grow their own crops. Stonehenge: A prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 13 feet high (the height of two doors), 7 feet wide and weighing around 25 tons (about 2 double decker busses). Bronze age - people discovered how to extract metal from rocks. Bronze replaced stone as the best material to make tools. Able to build better equipment. Iron age (Celts and Picts) - iron replaced bronze as the main material. Began to protect themselves by building hill forts which were groups of buildings protected by stone walls. A simple timeline of key facts to evidence changes occurring over this period of time. 	<ul style="list-style-type: none"> Ancient Egyptian civilization spans 3000 years of recorded history, from around 3000 BC to 30 BC. Nile was essential in Egypt for; transport: the Nile was the highway of the kingdom, food: fish and water-fowl, papyrus reeds, used to make paper, baskets, boats, sandals. Focus on key achievements of the Ancient Egyptians such as the significance of the River Nile, the Pyramids, the afterlife and significant individuals such as archaeologists who have discovered key facts about Cleopatra and Tutankhamun. Hieroglyphics and Rosetta Stone. The ancient Egyptians possessed great scientific knowledge. This included the following; Astronomy For example, the Egyptians aligned the Great Pyramid so that the Dog Star and the Pole Star shine into it at specific times. They also worked out a 365-day year which accurately predicted the annual flooding of the Nile. Arithmetic, geometry and engineering This is seen in the accurate building of the pyramids and other royal tombs. Although Egyptian medicine had large elements of magic, we also have evidence of enormous surgical skill, such as 'skull openers' who could carry out delicate brain operations. Tutankhamun was born in a 1341 BC tomb in the Valley of the King. Died when only 19 years old. Discovered by Howard Carter, a British archaeologist, in 1922. Cleopatra - born 69 BC Died 30 BC last of the Ptolemies. (ancestors of Alexander the Great) Initially ruled with her brother but he tried to take over from the Romans. Caesar and helped her become sole leader. Has a child with Caesar. 	<p>Ancient Greece empire spread over Europe as far as France in the East. The Greek Empire was most powerful between 2000 BC and 146 BC. The Ancient Greeks lived in Greece and the countries that we now call Bulgaria and Turkey.</p> <p>Ancient Greece was split into many different states, each one was ruled in its own way. Each state had its own laws, government and money but they shared the same language and religion. The two most important city states were Athens and Sparta. Legacy of the Ancient Greeks - (How Ancient Greece influenced modern day culture.)</p> <p>The ancient Greeks developed new ideas for government, science, philosophy, religion, and art. The influence of the Ancient Greeks is still felt by us today.</p> <p>Democracy - Around 508 BC, democracy was introduced to ancient Athens. The word 'democracy' means 'government by the people. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens. We have a form of democracy in Britain, and this is a legacy of the Athenians and their assemblies and councils.</p> <p>For many years only men could vote in Britain. Women got the vote in 1918.</p> <p>Trial by Jury.</p> <p>The word 'theatre' is Greek. Most modern theatres follow the Greek plan. The first Olympic Games were held in 776 BC at the Greek city of Olympia.</p> <p>Battle of Marathon.</p> <p>Pheidippides ran from Athens to Sparta to ask for help against the Persians just before the Battle of the Marathon (490 BC).</p> <p>Building styles (Architecture)</p> <p>Throughout the world, buildings have been constructed in the style of Ancient Greece. The British Museum is an example of this.</p> <p>The first alphabet with vowels.</p> <p>The Ancient Greeks played an important part in the development of the alphabet. The first two letters of the Greek alphabet - alpha and beta - have given us the word 'alphabet'.</p> <p>Alexander the Great was the leader of the kingdom of Northern Greece called Macedonia. Conquered many Greek states before conquering other countries including Egypt. Created the city of Alexandria. Moved the capital city there. Died when he was 32 in 323 BC.</p>

Autumn	Spring	Summer
<p align="center">The World Jigsaw</p>	<p align="center">Volcanoes and Earthquakes</p>	<p align="center">Local study – Settlements</p>
<ul style="list-style-type: none"> Name, locate and describe some major counties and cities in the UK, identifying some human and physical features. Counties of the United Kingdom include Buckinghamshire, Northamptonshire and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle. Locate countries and major cities in Europe (including Russia) on a world map identifying some human and physical features. Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. Locate countries and major cities in Europe (including Russia) on a world map identifying some human and physical features. Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. Identify the five major climate zones on Earth. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. Use the eight points of a compass to locate a geographical feature or place on a map. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Maps, globes and digital mapping tools can help to locate. 	<ul style="list-style-type: none"> Name and locate significant volcanoes and plate boundaries and explain why they are important. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. Explain the physical processes that cause earthquakes and volcanic eruptions. Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre. Describe the parts of a volcano. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. Name and describe properties of the Earth's four layers. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Maps, globes and digital mapping tools can help to locate and describe significant geographical features. 	<ul style="list-style-type: none"> Describe the type and characteristics of settlement or land use in an area or region, including economic activity including trade links and the distribution of energy and discuss how this has changed over time. Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. Pupils will know different areas import and locally produce different products. They will know 'globalisation' in that the economies of different countries are connected. They will know consumer choice can impact the economic activities of other countries. They will understand export and import. Focus: Sulawesi island? London and Sunderland and their development over time. Classify, compare and contrast different types of geographical feature. Geographical features created by humans are called human features. Human features include houses, factories and train stations. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Use the eight points of a compass to locate a geographical feature or place on a map. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. Use four-figure grid references to describe the location of objects and places on a simple map. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map. Analyse primary data, identifying any patterns observed. Primary data includes information gathered by observation and investigation. Gather evidence to answer a geographical question or enquiry. The term geographical evidence relates to facts, information and numerical data.

Autumn		Spring		Summer	
<p>Textiles</p> <p>Cross stitch and appliqué</p> <p>Cushions or Egyptian collars Pupils learn two new sewing skills: cross stitch and appliqué and then apply these to the design, decoration and assembly of their own cushions or Egyptian collars.</p>	<p>Electrical Systems</p> <p>Electric poster</p> <p>An introduction to information design and electrical systems, pupils create an electronic poster using a basic circuit to develop a museum display.</p>	<p>Mechanical Systems</p> <p>Pneumatic toys</p> <p>Designing and creating a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupils are introduced to thumbnail sketches and exploded diagrams.</p>	<p>Digital World</p> <p>Wearable technology</p> <p>Designing, coding and promoting a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.</p>	<p>Cooking and nutrition</p> <p>Eating seasonally</p> <p>Discovering when and where fruits and vegetables are grown and learning about seasonality in the UK. Pupils respond to a brief to design a seasonal food tart using ingredients harvested in the UK in May and June.</p>	<p>Structure</p> <p>Constructing a castle</p> <p>Learning about the features of a castle, pupils design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a stable base.</p>

Autumn		Spring		Summer	
<p>Ballads</p> <p>Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p>Creating compositions in response to an animation (Theme: Mountains)</p> <p>Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.</p>	<p>Developing singing technique (Theme: The Vikings)</p> <p>Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p>Pentatonic melodies and composition (Theme: Chinese New Year)</p> <p>Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p>	<p>Jazz</p> <p>Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p>Traditional instruments and improvisation (Theme: India)</p> <p>Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>

Autumn		Spring		Summer	
<p>Respectful R&W</p> <p>Thinking about what religions and worldviews are, children look at optical illusions and explore the lens that they and others look at the world through.</p> <p>What makes us human?</p> <p>Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?' (Hindu, Christian, Buddhist and Humanist worldviews.)</p>	<p>Where do we get our morals from?</p> <p>Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit. (Christian/Jewish, Buddhist, Muslim, Hindu and Humanist worldviews.)</p>	<p>Is scripture central to religion?</p> <p>Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture. (Jewish, Muslim, Christian, and locally represented worldviews.)</p>	<p>What happens if we do wrong?</p> <p>Making connections between their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games based on learning beliefs about reincarnation. (Hindu, Muslim, Humanist, Christian and Jewish worldviews.)</p>	<p>Why is water symbolic?</p> <p>Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water. (Christian, Sikh, Muslim, Shinto and locally represented worldviews.)</p>	<p>Why is fire used ceremonially?</p> <p>Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire. (Hindu/Sikh, Zoroastrianist and locally represented worldviews.)</p>

Language (French)

Autumn		Spring		Summer	
Phonetics	Animals	Instruments	I am able to...	Fruits/Vegetables	Ice-Creams
I Am Learning Fr/Sp/It			I know how to...		



LANGUAGE ANGELS

PSHE and RSE

Autumn		Spring		Summer	
<p>Family and relationships</p> <ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<p>Safety and the changing body</p> <ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<p>Citizenship</p> <p>Responsibility</p> <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling <p>Community</p> <ul style="list-style-type: none"> • Local community groups • Charity <p>Democracy</p> <ul style="list-style-type: none"> • Local democracy • Rules 	<p>Economic wellbeing</p> <p>Money</p> <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs and careers • Gender and careers 	<p>School Transition</p>

Computing

Autumn		Spring		Summer	
Unit 3.1 – Coding	Unit 3.2 – Online Safety Unit 3.3 - Spreadsheets	Unit 3.4 – Touch Typing	Unit 3.5 - Email	Unit 3.6 – Branching Databases	Unit 3.7 – Simulations Unit 3.8 - Graphing

