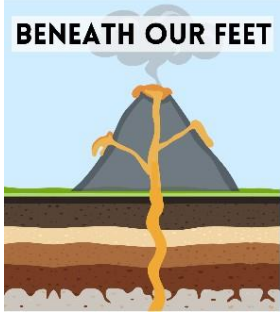
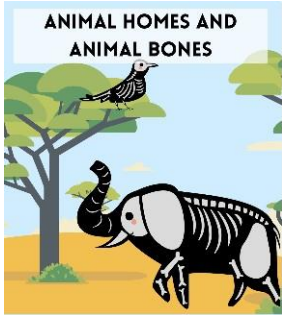
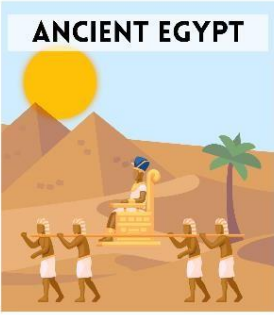
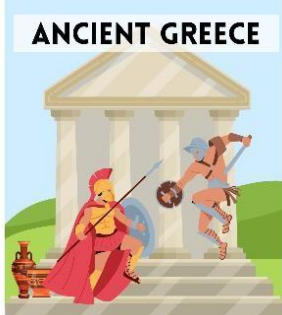

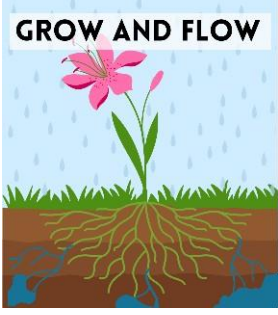
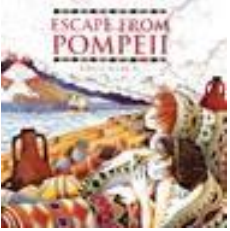


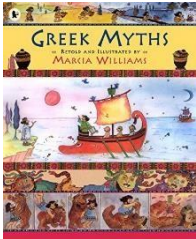
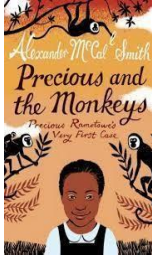



YEAR THREE CURRICULUM

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project						
Project focus	Geography	Science	History	History	Science	Science
Breadth of Project	Place; Scale; Human and physical processes; Identity and Diversity	Skeletal systems and muscles	Monarchy; Civilisation	Democracy and rights; Peace and conflict	Nutrition; Sustainable development	Flowering plants- the functions of their parts, requirements and life cycle; Water transportation
Core Texts						
	Escape from Pompeii Christina Balit	The Owl who was Afraid of the Dark Jill Tomlinson	Marcy and the Riddle of the Sphinx	Greek Myths Marcia Williams	Precious and the Monkeys Alexander McCall Smith	The Iron Man Ted Hughes



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Memorable Experience	Geology workshop Children will explore, study and classify different types of rocks based on the features they can identify	Animal skeleton workshop Children will observe a full-size medical human skeleton. They will also learn about the skeletons of dogs comparing the role of the skeleton in animals to those of humans.	Leeds Museum visit Children will visit a real-life mummy at Leeds City Museum and explore artefacts from Ancient Egyptian times	Now Press Play Children will find themselves in the world of the Ancient Greeks as they hear the story of Eirene who is tasked with saving the city of Athens, under attack by the Spartan army.	A visit to a local shop or supermarket Children will find out about different types of food sold. Children will read signs and labels to find out where food is from. Children will choose a selection of fresh fruits and vegetables and bring them back to the classroom for their DT project.	Visit to Temple Newsam Children will walk to the farm, use nets, and sample trays to discover the animals in the pond. They will identify the animals and record their results. Children will then be given the opportunity to examine the animals further using magnifying equipment and a video microscope.
Visits and Visitors	Geology workshop with Emily Nelson at Leeds Discovery Centre	Dogs Trust	Leeds City Museum Visit – Egyptian workshop D Side and the Public Health Resource Centre to support teaching about smoking	Royal Armouries Visit from a Rabbi	Aldi shopping visit	Temple Newsam Chris Mould- Illustrator
Leeds Links	Leeds Discovery Centre	Local charity (Dogs Trust) visiting school	Leeds City Museum visit	Leeds City Museum	Visit to local Aldi store	Temple Newsam
English	Reading Core Texts Non-Fiction: Volcanoes and Earthquakes (National Geographic Kids) Fiction: Escape from Pompeii Reading Skills Children will: - retrieve and record information / identify key details - make inferences from the text - explain and justify inferences with evidence from the text Spelling Children will learn: - Suffixes (e.g. -es, -er, -ed, -ing) - Prefixes (e.g. dis-, un-) - Rarer GPCs (e.g. 'eigh', 'aigh', 'ey')	Reading Core Texts Non-Fiction: The Skeleton and Muscles (Sonya Newland) Fiction: The Owl who was Afraid of the Dark Reading Skills Children will: - make inferences from the text - retrieve and record - summarise ideas from more than one paragraph - give / explain the meaning of words in context - complete word studies Spelling Children will learn: - Homophones - Prefixes (mis-, re-)	Reading Core Texts Non-Fiction: The Ancient Egyptians (Dr Brian Knapp) Fiction: Marcy and the Riddle of the Sphinx Reading Skills Children will: - give/ explain the meaning of words in context - explain and justify inferences with evidence from the text - retrieve information from the text - complete word studies Spelling Children will learn: - Suffixes (-ness, -ful, -less, -ly) - Prefixes (sub-, tele-)	Reading Core Texts Fiction: - Greek Myths (Marcia Williams) - The Hodgeheg Reading Skills Children will: - explain and justify inferences with evidence from the text - give or explain the meaning of words in context - summarise ideas from more than one paragraph (e.g. sequencing) - complete word studies Spelling Children will learn: - Prefixes (super-, auto-) - Homophones	Reading Core Texts Non-Fiction: The World Came to my Place Today Fiction: - Precious and the Monkeys Reading Skills Children will: - retrieve information from the text - summarise ideas from more than one paragraph (e.g. matching ideas) - make inferences using evidence from the text (e.g. underlining words that show a character feels a certain way) - complete word studies Spelling	Reading Core Texts Non-Fiction: The Water Cycle Fiction: The Iron Man Reading Skills Children will: - summarise information from more than one paragraph - make inferences - retrieve and record information from the text - give or explain the meaning of words in context - complete word studies Spelling Children will learn: - / ^h / phoneme spelt 'ou' - statutory word list - homophones



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	<ul style="list-style-type: none"> - Statutory word list - Homophones (e.g. break/brake) <p>Grammar and punctuation Children will:</p> <ul style="list-style-type: none"> - use the possessive apostrophe - write an increasing range of sentence types - organize material into paragraphs <p>Writing genre and published pieces</p> <ul style="list-style-type: none"> - Diary entry as character from the text to inform - Formal letter to an author to inform 	<ul style="list-style-type: none"> - Statutory word list - /g/ phoneme spelt -gue - /k/ phoneme spelt -que <p>Grammar and punctuation Children will:</p> <ul style="list-style-type: none"> - organise material into paragraphs - write an increasing range of sentence types - select the appropriate tense for the task <p>Writing genre and published pieces</p> <ul style="list-style-type: none"> - Dilemma narrative to entertain - Deadly predator speech to inform and persuade 	<ul style="list-style-type: none"> - /j/ phoneme spelt ch/ ss (e.g. chef/ possession) - Apostrophes for contraction - Statutory word list <p>Grammar and punctuation Children will:</p> <ul style="list-style-type: none"> - organise material into coherent paragraphs - write an increasing range of sentence types - select the appropriate tense for the task - use inverted commas to punctuate direct speech <p>Writing genre and published pieces</p> <ul style="list-style-type: none"> - Narrative with speech to entertain - Formal letter in role as Howard Carter to inform 	<ul style="list-style-type: none"> - /k/ phoneme spelt 'ch' <p>Grammar and punctuation Children will:</p> <ul style="list-style-type: none"> - organise material into paragraphs - choose appropriate nouns or pronouns to avoid repetition - write an increasing range of sentences with more than one clause <p>Writing genre and published pieces</p> <ul style="list-style-type: none"> - Instructions to inform Theseus how to defeat the Minotaur - Character description to create a clear image in the reader's mind 	<p>Children will learn:</p> <ul style="list-style-type: none"> - Suffix -ly with root words ending in -le or -ic (e.g. basic > basically) - apostrophes for contraction - statutory word list - Rare GPCs (/l/ phoneme e.g. cygnet, pyramid, builder, gym, sphynx) <p>Grammar and punctuation Children will:</p> <ul style="list-style-type: none"> - use the possessive apostrophe accurately in words - organise material into paragraphs - usually spot and correct some of their spelling and punctuation errors - select the appropriate tense for writing - use appropriate conjunctions and adverbs to express time and place. <p>Writing genre and published pieces</p> <ul style="list-style-type: none"> - Question and answer leaflet to explain why buying Fairtrade products can be a good choice - Mystery narrative to entertain 	<p>Grammar and punctuation Children will:</p> <ul style="list-style-type: none"> - use the possessive apostrophe accurately in words with regular plurals - organise materials into paragraphs - usually spot and correct some of the spelling and punctuation errors - Use the conjunctions (when, if, because, although) to write sentences with more than one clause - Select the appropriate tense for a task <p>Writing genre and published pieces</p> <ul style="list-style-type: none"> - Question and answer leaflet to explain why buying Fairtrade products can be a good choice - Mystery narrative to entertain
Maths	<p>Place Value up to 1000</p> <p>Addition and Subtraction up to 3 digits</p>	<p>Addition and Subtraction up to 3 digits</p> <p>Multiplication and Division of 2, 5, 10, 3, 4 and 8.</p>	<p>Multiplication and division: Methods for 2 digit by 1-digit multiplications and divisions.</p> <p>Length and Perimeter: add and subtract, equivalent lengths, mm, cm, m</p>	<p>Fractions: tenths, tenths as decimals, fractions on a number line, fractions of a set of objects</p> <p>Mass and Capacity: measure, compare, add and subtract</p>	<p>Fractions: equivalent fractions, compare, order, add and subtract fractions</p> <p>Money: convert, add and subtract, give change</p> <p>Time: months, years, hours, telling the time to 5 mins, am/pm, 24-hour clock, start/end and duration</p>	<p>Properties of shape: draw and compare angles, horizontal and vertical, parallel and perpendicular, 2D, 3D shapes</p> <p>Statistics: pictograms, bar charts, tables</p>



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Science	Rocks and fossils Children will: - 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	Skeletal systems and muscles Children will: - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food - know they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement - explore and explain food chains.	Forces and Magnets Children will: - compare how things move on different surfaces - notice that some forces need contact between two 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 two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.	Light and dark; Sources and reflectors; Shadows; Sun safety Children will: - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change.	Nutrition Children will: - learn about the importance of nutrition and that humans and other animals cannot make their own food - know what makes a nutritional meal based on the Eatwell plate.	Flowering plants- the function of their parts, requirements and life cycle; Water transportation Children will: - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
DT		Levers and Linkages Children will: - evaluate, design and make a Christmas card with moving parts for Burmantofts Senior Action Group.			Structures (Shell structures including CAD) Children will: - design and make a sturdy box to package their healthy bread product.	Food (Healthy and varied diet including cooking and nutrition requirements) Children will:



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					- design, make and evaluate and sandwich for pupils to have a healthy and balanced lunch.	
History	<p>Ancient Rome – Pompeii Children will:</p> <ul style="list-style-type: none"> - learn about what happened in Pompeii when Mount Vesuvius erupted in AD 79. - know that the city was destroyed and the people perished but the city was preserved under the rock for almost 2000 years. - know that archaeologists help us understand what life used to be like in the past through studying artefacts. 		<p>Ancient Egyptians Children will:</p> <ul style="list-style-type: none"> - learn when and how the Ancient Egyptian civilisation started and about its significance. - learn about the role of the pharaoh. - learn about the importance of the process of mummification in understanding the religious beliefs of the Egyptians. - know the importance of Howard Carter’s discovery in understanding the past. - know and explain the terms BCE and CE to help their historical understanding. 	<p>Ancient Greece Children will:</p> <ul style="list-style-type: none"> - learn about the key similarities and differences between the city states of Sparta and Athens, democracy and the roles of women. - learn that Ancient Greece hosted the first theatre performances, the first Olympics and made significant contributions to the scientific and mathematical world including coins, architecture, pottery and the Olympics. - explain why the Ancient Greeks are so famous and understand why the Romans chose to invade their empire. 		
Geography	<p>Volcanoes and Earthquakes Children will:</p> <ul style="list-style-type: none"> - Name and locate countries and their continents - Describe some of the layers of the: core, mantle, crust - Volcanoes are located on the Ring of Fire - Use some vocabulary to explain the different parts of a volcano - Know the earth’s crust isn’t one layer; it has tectonic plates and 	<p>Using maps to locate countries and continents Children will:</p> <ul style="list-style-type: none"> - Name some of the countries in Europe and know Russia is the largest - Name and locate these countries in North America (Canada and the USA) and some countries in South America (Brazil and Peru) - Know that a vegetation belt is an area of land with distinct 	<p>Egypt Children will:</p> <ul style="list-style-type: none"> - Know Egypt is a country in the continent Africa - Know Egypt border’s two seas: the Mediterranean and the Red Sea - Explain why people lived near the Nile e.g. to build houses from mud, for fishing, trading goods and farming - Know trade is the buying and selling of goods across the world. 	<p>Greece Children will:</p> <ul style="list-style-type: none"> - Know Greece is a country in Europe - Explain why tourists visit the Mediterranean - Know a residential area is mostly housing - Use the vocabulary to describe different areas of Greece (rural, urban, coastal and industrial) 	<p>Weather, climate and food Children will:</p> <ul style="list-style-type: none"> - Know precipitation is the amount of rain / hail / snow fall - Know food is grown in different climate zones. - Describe and understand that there are key aspects of climate zones (Tropical, Arid, Mediterranean, Temperate, Polar) - Know fruit and vegetables are seasonal 	<p>Using maps and the Water Cycle Children will:</p> <ul style="list-style-type: none"> - Understand that the water cycle explain how it rains - Know natural resources occur naturally, from nature - Know water can be used to create renewable energy e.g. tidal power - Know deserts (vegetation belt) have hardly any precipitation





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	<p>when they move this causes an earthquake</p> <ul style="list-style-type: none"> - Know that soil is rich around volcanos and explain some benefits - Field and mapwork skills 	<p>animal and plant types, children can name 2 (forest, grassland, tundra, desert or ice sheet)</p>	<ul style="list-style-type: none"> - Know goods that are brought into a country are called imports - Know goods taken out of the country are called exports - Name some of the natural resources in Egypt e.g. oils and gas, minerals 	<ul style="list-style-type: none"> - Know the currency in Greece is Euros and name another country that use euros - Understand why people move to Greece - Explain what the landscape of Greece is like today and describe some of its physical and human features e.g. Mount Olympus, beaches - Know Greece has few natural resources 	<ul style="list-style-type: none"> - Know food travels to reach our plate - Know Fair Trade supports farmers by ensuring that they are paid correctly 	
<p>Computing</p>	<p>Password Generation</p> <p>I can describe simple strategies for creating and keeping passwords private. Autumn 1</p> <p>ESafety, Digital Literacy Networks: Connecting computers: Children will understand how a computer works, how information is shared and stored and how the internet is linked.</p>	<p>Like me? Trust me?</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. Autumn 2</p> <p>ESafety, Computer Science Programming: Sequencing sounds: Children will use Scratch to create their own programmes. Children will build upon their knowledge of algorithms to sequence different motions, sound and event blocks to make music.</p>	<p>I know, I think, I believe.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Spring 1</p> <p>E-Safety, Digital Literacy Creating media: Desktop publishing and presentation:</p>	<p>Caring About Sharing</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p> <p>ESafety, Computer Science Creating Media: Stop-frame animation: Children will learn how to make a stop frame animation film, capturing and editing still images to re-create a Greek Myth.</p>	<p>Caring About Sharing</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone.</p> <p>I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>E-Safety, Digital Literacy Data and information: Databases: Linked to learning into healthy food choices, children will build databases to group items purchased from their visit to Aldi supermarket.</p>	<p>Spikey the Spider</p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>ESafety, Computer Science Programming: Events and actions in programs: Children will design a sprite and programme it's movement around a maze, exploring the link between events and actions and consolidating prior learning on sequencing.</p>



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			Children will use Book Creator to present information on "All about Ancient Egypt".			
Art	<p>Painting Children will:</p> <ul style="list-style-type: none"> - learn about the work of Lee Campbell. - increase their accuracy and control of lines and shapes by using a variety of paint media and brush types. 		<p>Observational drawing Children will:</p> <ul style="list-style-type: none"> - learn about the works of Leonardo Da Vinci. - use hatching for shading - use a variety of graded pencils, pen and graphite sticks to create tone to depict shadow - create texture using a variety of paper types 	<p>Printing Children will:</p> <ul style="list-style-type: none"> - learn about the pottery designs made by the Ancient Greeks - print a linear pattern using a polystyrene tile inspired by Ancient Greek patterns 		<p>Sculpture Children will:</p> <ul style="list-style-type: none"> - learn about the works of George Segal - learn to cut and join Modroc to create a bee sculpture. 
Music	<p>Ballads Children will:</p> <ul style="list-style-type: none"> - learn what ballads are, how to identify their features and how to convey different emotions when performing them. - use an animation as inspiration and carefully select vocabulary to describe the story before turning them into lyrics by incorporating 	<p>Creating compositions in response to an animation. Children will:</p> <ul style="list-style-type: none"> - learn to tell stories through music. They begin by first listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change 	<p>Composition notation Theme: Ancient Egypt Children will:</p> <ul style="list-style-type: none"> - learn to identify the pitch and rhythm of written notes and experiment with notating their composition. 	<p>Pentatonic melodies and composition Children will:</p> <ul style="list-style-type: none"> - revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and perform their finished pieces. 	<p>Jazz Children will:</p> <ul style="list-style-type: none"> - learn what ragtime music is, play on the 'off beat' and sing a syncopated rhythm. - play a call and then improvise a response, and improvise/compose a scat singing performance with sounds and words. 	<p>Traditional instruments and improvisation. Children will:</p> <ul style="list-style-type: none"> - verbalise feelings about music and identify their likes and dislikes. - read musical notation and play the correct notes of the rag.



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	<p>rhyming words and following the structure of a traditional ballad.</p> <p>Harvest festival</p>	<p>throughout the piece. They will then go on to create their own original compositions to match an animation, building up layers of texture.</p> <p>Christmas singing</p>			<p>- compose and play a jazz motif fluently, using swung quavers, and play a swung rhythm using a tuned percussion instrument.</p>	<p>- improvise along to a drone and tal, and play a rang and a tal accurately alongside a drone.</p> <p>- sing accurately from musical notation and lyrics, singing and playing in time with others with some degree of accuracy and awareness of each other's parts.</p>
PE & Sport	<p>Fundamentals Y3/4 Children will:</p> <ul style="list-style-type: none"> - develop the fundamental skills of balancing, running, jumping, hopping and skipping - develop their ability to change direction with balance and control. <p>Tag Rugby Children will:</p> <ul style="list-style-type: none"> - learn to keep possession of the ball using attacking skills. - play uneven and then even sided games, developing strategies and social skills to self-manage games. 	<p>OAA Children will:</p> <ul style="list-style-type: none"> - develop problem solving skills through a range of challenges. - work in pairs and small groups to plan, solve, reflect and improve on strategies. <p>Gymnastics Children will:</p> <ul style="list-style-type: none"> - focus on improving the quality of their gymnastic movements. - be introduced to the terms 'extension' and 'body tension.' - develop the basic skills of rolling, jumping and balancing and use them individually and in combination. 	<p>Netball Children will:</p> <ul style="list-style-type: none"> be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. - learn to use a range of different passes in different situations to keep possession and attack towards goal. <p>Dance Children will:</p> <ul style="list-style-type: none"> - create dances in relation to an idea including historical and scientific stimuli. - work individually, with a partner and in small groups, sharing their ideas. 	<p>Ball skills Y3/4 Children will:</p> <ul style="list-style-type: none"> be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. - learn to use attacking skills to maintain possession of the ball. <p>Fitness Children will:</p> <ul style="list-style-type: none"> - take part in a range of fitness challenges testing and record their scores. -learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. 	<p>Rounders Children will:</p> <ul style="list-style-type: none"> - learn how to score points by striking a ball into space and running around cones or bases. - learn how to play in different fielding roles. - focus on developing their throwing, catching and batting skills. <p>Sports Hall Athletics Children will:</p> <ul style="list-style-type: none"> - develop basic running, jumping and throwing techniques to use in a variety of sports hall athletics events. 	<p>Cricket Children will:</p> <ul style="list-style-type: none"> - learn how to strike the ball into space so that they can score runs. - learn how to keep the batters' scores low. - use skills, strategies and tactics to outwit the opposition. <p>Athletics Children will:</p> <ul style="list-style-type: none"> - be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
French			<p>Children will learn:</p> <ul style="list-style-type: none"> - numbers 0-10 - Greetings - Classroom instructions 	<p>Children will learn:</p> <ul style="list-style-type: none"> - colours - classroom instructions 	<p>Children will learn:</p> <ul style="list-style-type: none"> - names of fruit - to write a shopping list 	<p>Children will learn:</p> <ul style="list-style-type: none"> - days of the week - months of the year



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<p>RE</p>	<p>Sikhism Key Question: Why are Gurus at the heart of Sikh belief and practice?</p> <p>Children will: - learn about how Sikhism was founded, where Sikhs worship and what the main beliefs of Sikhism are.</p>	<p>Christianity Key Question: What do Christians believe about a good life?</p> <p>Children will: - learn about the Bible, the 10 commandments and Zacchaeus the tax collector</p>	<p>Christianity Key Question: Who can inspire us?</p> <p>Children will: - learn about Jesus and Mother Teresa as leaders who can inspire us.</p>	<p>Judaism Key Question: How do Jews remember God's covenant with Abraham and Moses?</p> <p>Children will: - learn about how Judaism was founded, why Moses believed in God and how the Passover is celebrated.</p>	<p>Islam Key Question: Who can inspire us?</p> <p>Children will: - learn about the prophet Muhammed and how he inspires Muslims today and Malala Yousufzai.</p>	<p>Judaism Key Question: What does it mean to be a Jew?</p> <p>Children will: - learn about Jewish symbols, the Torah and Mezuzah.</p>
<p>PSHE</p>	<p>Mental health and emotional wellbeing Children will: - reflect on their own strengths and challenges they face</p> <p>Mindmate Feeling good and being me: Goals & aspirations -I'm good at.... & I am going to try & be better at...by setting myself a simple target</p>	<p>Keeping safe and managing risk Children will: - learn about different types of bullying and how to respond to incidents of bullying.</p> <p>Mindmate Unkind behaviours. Children learn that if they are unkind it impacts on others.</p>	<p>Drug, alcohol and tobacco education Children will: - learn that tobacco is a drug and learn about the effects and risks of smoking.</p> <p>Mindmate - Dealing with difficult situations. Children learn how to work with different people in their class.</p>	<p>Identity, society and equality – Celebrating difference Children will: - learn about their community and what it is like to belong to different groups.</p> <p>Mindmate Being the same/ different. Children learn that they can have differing opinions to their peers.</p>	<p>Physical health and wellbeing Children will: - learn about factors that influence their choices and reflect on how to make informed choices.</p> <p>Mindmate New routines. Children learn strategies to help handle changes.</p>	<p>Relationships and Sex Education Children will: - learn about how we grow and change through a human life cycle. - learn about different family types and strategies to deal with feelings in the context of relationships.</p> <p>Mindmate - Strong emotions. Children learn it is OK to feel strong emotions sometimes</p>
<p>Innovate and enrich</p>	<p>Children will video call Christina Balit (author)</p>	<p>Children will perform in Christmas concert and hold a card sale to raise funds for Burmantofts' Senior Action Group</p>	<p>D Side and the Public Health Resource Centre to support teaching about smoking</p>	<p>Visit from a Rabbi</p>	<p>Children will present sandwiches in their sturdy boxes to parents</p>	<p>Children will present to Burmantofts' Senior Action Group information about plants and bees</p>

