



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**

**Year 3 Spring 1**

**Main themes: What did the Roman's do for us? Friction, Forces and Magnets**

**Cultural capital/enrichment: Trip to Chester.**

**End Points**

**Change tense- to  
what they will have  
learnt by end of  
term**

By the end of half term the children will have explored the history of Rome. The children will have travelled back through time to explore where the Romans came from, how people lived and how Rome influenced our own world. In our Science lessons the children will have learnt all about nutrition, muscles and our skeleton. For Computing this half term, the children will have learnt all about spreadsheets and how we can organise and interpret data using graphs. We have also developed our touch-typing skills. During our RHE sessions the children will have learnt what it is like to live in Britain, and they would have begun to appreciate the range of national, regional, religious and ethnic identities in the UK. By the end of the half term, children will know the names of six pencil case items in French and be able to join in with a song. In English, they will have completed two writing outcomes based on the vehicle text *The Rhythm of the Rain* by Grahame Baker Smith. Their first piece will be a setting narrative, and their second piece of writing will be an information report. They will build on the grammatical skills of expressing time, place and cause through adverbs, prepositions and conjunctions, as well as embedding their use of apostrophes and commas. In P.E the children would have understand the importance of using core strength, balance, a variety of movements including jumps, balance and turns to create dance sequences. They will know how to work individually, with a partner and with equipment to create a variety of dance sequences. They will also have begun to look at positions and different types of tennis serves. In RE the children have been looking at the Sacrament of Reconciliation and they will understand that this is a celebration of God's love and forgiveness. In Maths our focus has been on multiplication and division, then we moved onto length and perimeter. In Art we have been looking at 3D sculptures and by the end of the half term we would have designed, made and evaluated our own 3D sculpture. In Music we have been learning how to play the Ukelele in whole class music lessons. We will be able to perform in a group and play and follow basic music notation.



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<p><b>Religious Education</b></p> <p><b>Sacrament of Reconciliation</b></p>	<p>This topic is designed to develop the children's knowledge and understanding of Jesus' teaching on forgiveness and how he helped people change for the better. The children will reflect on the process of reconciliation and know that the Sacrament of Reconciliation is a celebration of God's love and forgiveness.</p> <ul style="list-style-type: none"> <li>• Know that Jesus called people to change and turn away from sin to receive the love of God</li> <li>• Know Jesus' teaching on sorrow and forgiveness</li> <li>• Know that it is not always easy to change and turn away from sin</li> <li>• Know that the Sacrament of Reconciliation is a celebration of God's love and forgiveness</li> <li>• Know and understand an Act of Sorrow</li> <li>• Know that Lent is a time to change and that Ash Wednesday is the beginning of Lent</li> <li>• Reflect on how Jesus calls us to change</li> <li>• Identify ways we can change this Lent and make our own Lenten promises</li> <li>• Understand what it means to say we are sorry</li> <li>• Deepen awareness of how forgiveness makes a person whole again</li> </ul>
<p><b>English</b></p>	<p><b>Shared/Guided) Reading: Little Wandle Developing Fluency – 2 Sessions per week.</b> <b>Complete Comprehension – 1 session per week</b></p> <p><b>Vehicle text:</b> The Rhythm of the Rain <b>Narrative:</b> Setting narrative/River Information leaflet <b>Purpose:</b> To narrate/To inform</p>
<p><b>English - Reading Comprehension Skills/Word Reading</b></p>	<ul style="list-style-type: none"> <li>• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>• To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</li> <li>• To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</li> </ul>



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	<ul style="list-style-type: none"><li>• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• To discuss authors' choice of words and phrases for effect</li><li>• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li><li>• To justify predictions using evidence from the text.</li><li>• To retrieve and record information from non-fiction texts</li></ul>
<b>English-Spoken Language Skills</b>	<ul style="list-style-type: none"><li>• To begin to use appropriate intonation and volume when reading aloud</li><li>• To increase reading fluency</li><li>• To improve comprehension skills</li></ul>
<b>English - Handwriting Skills</b>	<ul style="list-style-type: none"><li>• To use a neat, joined handwriting style with increasing accuracy and speed.</li><li>• To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left without joins.</li></ul>
<b>English</b> Grammar: Word	Build on previous units & focus on: <ul style="list-style-type: none"><li>• Use of the forms a or an when next word starts with a consonant or a vowel.</li><li>• Possessive apostrophe -s (singular nouns)</li><li>• Introduce: Possessive apostrophe -s (with plural words)</li></ul>
<b>English</b> Grammar: Sentence	Build on previous units & focus on: <ul style="list-style-type: none"><li>• Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of</li><li>• Expressing time, place and cause using adverbs e.g. then, next, soon, therefore</li><li>• Use a wider range of conjunctions, e.g. when, if, because, although</li></ul>
<b>English</b> Grammar: Text	Build on previous units & focus on: <ul style="list-style-type: none"><li>• Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past</li></ul>



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<b>English</b> Grammar: Punctuation	Build on previous units & focus on: <ul style="list-style-type: none"> <li>• Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list</li> </ul>	
<b>English</b> Spelling	Introduce <ul style="list-style-type: none"> <li>• Adding suffix -ly with no change to root word             <ul style="list-style-type: none"> <li>○ Exception 1 Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an i, (only if root word has one than one syllable)</li> <li>○ Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly)</li> <li>○ Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than -ly</li> <li>○ Exception 4: Adding suffix -ly other examples truly, duly, wholly</li> </ul> </li> <li>• Possessive apostrophe -s (with plural words)</li> <li>• Possessive apostrophe -s (when the plural of a word changes)</li> </ul> Reinforce <ul style="list-style-type: none"> <li>• Year 2: Homophones and near-homophones</li> </ul> Embed <ul style="list-style-type: none"> <li>• Year 2: Possessive apostrophe -s (singular nouns)</li> </ul> Statutory Spelling words address, though/ although, arrive, possess(ion), group, pressure, certain	
<b>Mathematics Skills</b>  <b>Small steps</b>	<b>Number: Multiplication &amp; Division B</b> Step 1 Multiples of 10 Step 2 Related calculations Step 3 Reasoning about multiplication Step 4 Multiply a 2-digit number by a 1-digit number – no exchange Step 5 Multiply a 2-digit number by a 1-digit number – with exchange	<b>Measures: Length &amp; perimeter</b> Step 1 Measure in metres and centimetres Step 2 Measure in millimetres Step 3 Measure in centimetres and millimetres Step 4 Metres, centimetres and millimetres Step 5 Equivalent lengths (metres and centimetres) Step 6 Equivalent lengths (centimetres and millimetres) Step 7 Compare lengths



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	<p>Step 6 Link multiplication and division</p> <p>Step 7 Divide a 2-digit number by a 1-digit number – no exchange</p> <p>Step 8 Divide a 2-digit number by a 1-digit number – flexible partitioning</p> <p>Step 9 Divide a 2-digit number by a 1-digit number – with remainders</p> <p>Step 10 Scaling</p> <p>Step 11 How many ways?</p>	<p>Step 8 Add lengths</p> <p>Step 9 Subtract lengths</p> <p>Step 10 What is perimeter?</p> <p>Step 11 Measure perimeter</p> <p>Step 12 Calculate perimeter</p>
<p><b>Science Knowledge</b> Forces, Friction and Magnets</p>	<ul style="list-style-type: none"> <li>• To compare how things move on different surfaces.</li> <li>• To notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• To observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• To 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.</li> <li>• To describe magnets as having two poles.</li> <li>• To predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	
<p><b>Working Scientifically Skills</b></p>	<ul style="list-style-type: none"> <li>• Ask relevant questions when prompted.</li> <li>• Set up simple, practical enquiries and comparative tests.</li> <li>• Make systematic observations, gather and record data.</li> <li>• With prompting, record, group and display evidence and report findings.</li> <li>• With prompting, suggest conclusions, possible improvements or further questions.</li> </ul>	
<p><b>Computing Knowledge</b> Purple Mash Unit</p>	<ul style="list-style-type: none"> <li>• To know which software to choose to accomplish a given goal</li> <li>• To understand the word data</li> </ul>	



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Touch Typing & Spreadsheets	
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• Choose from a variety of software and internet services to accomplish given goals</li><li>• Design and create content to accomplish a given goal</li><li>• Collect and combine information and data</li></ul>
<b>PE Knowledge</b>	<p><b>Real Dance</b></p> <ul style="list-style-type: none"><li>• To keep your tummy tight and use your arms to help you find strong, still positions in your shapes.</li><li>• To jump low to begin with and turn slowly to make sure you are in control.</li><li>• To position your bodies so they cover as much space as possible and use your arms to help with balance.</li><li>• To communicate with your partner and be inventive with how you move together.</li><li>• If jumping or turning, to squeeze your muscles to keep your body in shape and land through the balls of your feet to absorb impact.</li><li>• To relax your body and limbs to allow for fluid movements.</li><li>• To not rush movements.</li><li>• To use your core strength to find strong, still positions in your shapes – tummy tight, arms helping with balance.</li><li>• To control the speed of your moves, especially your jumps and turns, to stay in balance.</li></ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"><li>• Why we need to throw (hit) the ball into space on the court.</li><li>• Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball.</li><li>• How and why we execute a basic forehand shot in a mini game. A forehand is a shot in which the palm of your hand faces the direction in which we are hitting the ball. We swing the racket low to high.</li><li>• The consequences of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court- Our opponent wins a point.</li></ul>



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PE Skills	<p><b>Real Dance</b></p> <ul style="list-style-type: none"><li>• <b>Shapes</b></li><li>• Create multiple standing and floor shapes - with torso rotated. - with 3 points of contact with the floor. - facing up and sideways. Travel between shapes including stepping into jumping. Rotate in jumps.</li><li>• <b>Circles</b></li><li>• Create exact and repeatable movement led by both single arm and leg circles and semicircles leading into - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps)</li><li>• <b>Partnering</b></li><li>• Create standing and floor shapes - opposite and entwined with my partner. - as close as possible without touching. - facing up, down and sideways. - jumping with rotation when moving between shapes. - in canon.</li><li>• Create movement led by horizontal and vertical single arm circles and semi-circles - followed with steps. - followed with body action. - in unison. - in canon. - mirroring my partner.</li><li>• Create partner balances with one standing and the other on the floor. Create and support jumps palm to palm/palm to lower back with a 180° turn in the air and 1 foot take-off and landing</li><li>• <b>Artistry</b></li><li>• Create multiple ways of moving linked to the silk - pausing my movement to create shapes. - using those shapes as my starting and finishing positions. - including jumps with rotation.</li><li>• Create shapes, circle and silk movements - at different speeds to follow the music without stopping. - making them specific to stress what the music is doing.</li><li>• Create a sequence of a minimum of 5 moves - similar and then in contrast to my partner's. - with various starting and finishing positions.</li></ul>



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	<b>Tennis</b> <ul style="list-style-type: none"><li>• Introduction tennis, outwitting an opponent.</li><li>• Creating space to win a point.</li><li>• Consolidate how to win a game introduce rackets.</li><li>• Introduce the forehand.</li></ul>
<b>Music Knowledge and Skills (Ukelele tuition)</b>	<p>Whole class tuition: The children will learn what a Eukele is and be able to name the parts of a Eukele. They will learn how to play some basic notes and learn how to follow simple music notation. They will learn how to play together, keeping the beat and rhythm, as well as learning how to perform to an audience.</p> <p>Focus: Beat and beat division (minims, crotchets, and quavers, early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.</p> <ul style="list-style-type: none"><li>• Hold beaters and instruments correctly, achieving a good tone from the instruments.</li><li>• Play the triangle, tambourine, and clave rhythms over a steady beat.</li><li>• Sing and play a C major scale.</li><li>• Play part 1 and 2 of TIME (tuned percussion).</li><li>• Participate in an ensemble performance.</li></ul>
<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"><li>• Learn the names of six classroom objects in French (pen, pencil, ruler, rubber, pencil sharpener, felt-tip).</li><li>• Say what we have got using the phrase J'ai (I have).</li><li>• Listen to, respond and join in with a song.</li><li>• Watch an animated story and listen and identify words and phrases.</li><li>• Reinforce phonic sounds through songs and rhymes.</li></ul>





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<b>French Skills</b> <b>KS2 only</b>	<ul style="list-style-type: none"> <li>• Repeat modelled words.</li> <li>• Repeat modelled short phrases.</li> <li>• Listen and show understanding through physical response.</li> <li>• Identify individual sounds in words and pronounce accurately.</li> <li>• Read and show understanding of familiar single words.</li> <li>• Use strategies for memorisation of vocabulary.</li> <li>• Copy simple familiar words.</li> <li>• Listen and identify specific words in songs and rhymes.</li> </ul>	
	<b>National Curriculum</b> <b>End of key Stage 1/2</b> Pupils should be able to:	<b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>
<b>Why did the Romans settle in Britain?</b>		
<b>Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Historical Significance, Sources of Evidence, Historical Interpretations, Historical Enquiry, Power (Monarchy, Government and Empire), Invasion, Settlement and Migration, Civilisation (social and cultural), Trade, Beliefs, Achievements of Follies and Mankind.</b>		
<b>History Knowledge</b>	<i>The Roman Empire and its impact on Britain</i> <ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local,</li> </ul>	<ul style="list-style-type: none"> <li>• To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>• To know that BC means before Christ and is used to show years before the year 0.</li> <li>• To know that AD means Anno Domini and can be used to show years from the year 1AD.</li> <li>• To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li> <li>• To know that change can be brought about by advancements in materials</li> </ul>



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	<p>regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none"><li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li><li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create</li></ul>	<ul style="list-style-type: none"><li>• To know that the actions of people can be the cause of change (eg. Lord Shaftesbury)</li><li>• To know that archaeological evidence can be used to find out about the past.</li><li>• To know that we can make inferences and deductions using images from the past</li><li>• Identifying what the situation was like before the change occurred.</li><li>• To understand the expansion of empires and how they were controlled across a large empire.</li><li>• To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li><li>• To understand some reasons why empires fall/collapse.</li><li>• To know that there were different reasons for invading Britain. Invasion, settlement and migration</li><li>• To understand that there are varied reasons for coming to Britain</li><li>• To know that settlement created tensions and problems.</li><li>• To understand the impact of settlers on the existing population.</li><li>• To understand the earliest settlements in Britain.</li><li>• To understand how invaders and settlers influence the culture of the existing population.</li><li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li></ul>
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	their own structured accounts, including written narratives and analyses	<ul style="list-style-type: none"><li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li><li>• To understand that trade began as the exchange of goods</li><li>• To understand that the Roman invasion led to a great increase in British trade with the outside world.</li><li>• To understand that trade develops in different times and ways in different civilisations.</li><li>• To understand that there are different beliefs in different cultures, times and groups.</li><li>• To know about paganism and the introduction of Christianity in Britain</li><li>• To be able to identify achievements and inventions that still influence our lives today from Roman times</li></ul>
<b>History Skills</b>		<ul style="list-style-type: none"><li>• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li><li>• Using dates to work out the interval between periods of time and the duration of historical events or periods.</li><li>• Using BC/AD/Century</li><li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li><li>• Placing the time studied on a timeline.</li><li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li><li>• Noticing connections over a period of time.</li></ul>



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		<ul style="list-style-type: none"><li>• Identifying what the situation was like before the change occurred.</li><li>• Comparing different periods of history and identifying changes and continuity.</li><li>• Describing the changes and continuity between different periods of history.</li><li>• Identifying the links between different societies</li><li>• Identifying the consequences of events and the actions of people.</li><li>• Identifying reasons for historical events, situations and changes.</li><li>• Identifying similarities and differences between periods of history.</li><li>• Explaining similarities and differences between daily lives of people in the past and today.</li><li>• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Recalling some important people and events. Historical significance</li><li>• Identifying who is important in historical sources and accounts.</li><li>• Using a range of sources to find out about a period.</li><li>• Using evidence to build up a picture of a past event.</li><li>• Observing the small details when using artefacts and pictures</li></ul>
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		<ul style="list-style-type: none"><li>• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li><li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li><li>• Evaluating the usefulness of different sources</li><li>• Understanding how historical enquiry questions are structured.</li><li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live</li><li>• Creating questions for different types of historical enquiry</li><li>• Using a range of sources to construct knowledge of the past.</li><li>• Extracting the appropriate information from a historical source</li><li>• Identifying primary and secondary sources.</li><li>• Identifying the bias of a source.</li><li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li><li>• Making links and connections across a period of time, cultures or groups.</li><li>• Asking the question “How do we know?”</li><li>• Reaching conclusions that are substantiated by historical evidence.</li></ul>
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		<ul style="list-style-type: none"> <li>Constructing answers using evidence to substantiate findings.</li> <li>Identifying weaknesses in historical accounts and arguments</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today</li> </ul>
<b>Art Knowledge</b>  <b>Sculpture and 3D – Abstract Shape and Space</b>	<ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</li> <li>To know that organic forms can be abstract.</li> <li>To know that artists can focus on shapes when making abstract art.</li> <li>To know that negative shapes show the space around and between objects.</li> </ul>
<b>Art Skills</b>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To know about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> <li>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> <li>Planning and thinking through the making process to create 3D forms.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</li> <li>• Exploring how shapes can be used to create abstract artworks in 3D.</li> <li>• Using subject vocabulary to describe and compare creative works.</li> <li>• Use their own experiences to explain how art works may have been made.</li> <li>• Confidently explain their ideas and opinions about their own and other's artwork, giving reasons.</li> <li>• Using sketchbooks as part of the problem-solving process and make changes to improve their work.</li> </ul>
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>Module 2 Created to Love Others</b></p> <p><b>Religious Understanding</b></p> <ul style="list-style-type: none"> <li>• That God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</li> </ul> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p><b>Personal Relationships</b></p> <ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong. That there are different types of relationships including those between acquaintances, friends, family and relatives. That good friendship is when both persons enjoy each other's company and want what is truly best for the other. The difference between a group of friends and a 'clique'.</li> <li>• Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying. Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</li> </ul> <p><b>Life Online</b></p>	



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	<ul style="list-style-type: none"><li>• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely.</li></ul> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.</p> <ul style="list-style-type: none"><li>• How to use technology safely</li></ul> <p>That bad language and bad behaviour are inappropriate. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.</p>
<b>Mental Health and Wellbeing</b> <b>Safeguarding</b> <b>Curriculum Links</b>	<b>Safeguarding links:</b> Cyber Bullying Internet safety (Safer Internet Day) Healthy Eating (importance of a balanced diet)





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