



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

| <b>St Mary's Catholic Primary School Curriculum</b><br><b>Year 3 Autumn 1</b><br><b>Main Themes: Stone Age, Bronze Age, Iron Age and Rocks, Soils and Fossils</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>End Points</b>                                                                                                                                                 | By the end of the half term in RE the children will learn that God created the world, and that the creation of the world is a 'community project' which we are all responsible for. They will make links between our community responsibility, Catholic Social Teachings and the words of Pope Francis in 'Laudato Si'. In French, the children will know how to greet someone in French and be able to say how they are feeling in French. They will have learnt about the Stone Age and the Bronze age and be able to decide which era we would rather live in through our developing chronological awareness and use of sources of evidence – through this unit, the children will have begun to create a sound understanding of chronology and the beginnings of their British History journey. During Science, the children will have learnt about different types of rocks and soils as well as investigating different fossils! In Art the children will have developed their drawing techniques, and used line, shape and tone in an imaginative drawing. They will have started using sketch books to record their observations and use them to review and revisit ideas. During computing the children will have developed their touch typing and used a branching Tree Database. For PE, the children will have learnt and refined their gymnastic skills through flight and balance. They will begin to develop skills in netball. In music they will have learnt to sing a call-and-response song in groups, holding long notes confidently, and played melodic and rhythmic accompaniments to a song. In Maths there will have been a focus on number and place value and will have begun part 1 of the addition and subtraction units. Through their English work, the children will have written a fiction and non-fiction piece of writing based on the Vehicle Texts Ocean Meets Sky by The Fan Brothers and The Search for the Giant Arctic Jellyfish by Chloe Savage. |
| <b>Religious Education</b>                                                                                                                                        | To know the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



**St Mary's**

Catholic Primary School and Nursery

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Creation and Covenant</b></p>                       | <p>To know the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean to them.</p> <p>To make simple links between the first Creation story, the belief that all human beings are created equal, and the principle of Catholic Social Teaching about human dignity.</p> <p>To describe stewardship by making simple links between Genesis 1:26-31 and people's actions today.</p> <p>To describe how a psalm or a prayer (they have studied) praises Creation.</p> <p>To know that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Reading Comprehension Skills / Word Reading</b></p> | <p><b><u>Through all units, children will be taught through the following areas:</u></b></p> <p><b><u>Comprehension</u></b></p> <p>Building on Previous Year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Increase their familiarity with a wide range of stories (including fairy stories*)</li> <li>• Increase their familiarity with a wide range of books and retell some of these orally</li> <li>• Read a range of books that are structured in different ways and read for a range of purposes</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves</li> <li>• Identify simple themes and conventions in an increasing range of books</li> <li>• Retrieve and record some information from non-fiction</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action**</li> <li>• Predict what might happen from details stated and some which are implied</li> <li>• Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context</li> </ul> |



St Mary's

Catholic Primary School and Nursery

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
  - Ask some questions to improve their understanding of a text
  - Identify main ideas drawn from more than one paragraph and summarise these
  - Discuss some words and phrases that capture the reader's interest and imagination
- \*Fairy Stories appear in several, not all 3 week units \*\*Three-week units contain either poems or play scripts

### **Reading Skills**

Building on Previous Year and throughout Year 3 focus on:

- Connect prior knowledge with context
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
- Read a range of texts with increasing accuracy and fluency
- Develop views about what is read with support
- Develop positive attitudes to reading and understanding of what is read
- Read aloud using punctuation to aid expression and intonation
- Self-correction, including re-reading and reading ahead
- Re-reading sentences for clarity
- Skim to gain an overview of a text, e.g. topic, purpose
- Identify different purposes of texts, e.g. to inform, instruct, explain
- Read short information texts independently with concentration
- Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts

### **Word Reading**

Building on Previous Year and throughout Year 3 focus on:



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

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <ul style="list-style-type: none"> <li>•Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>•Develop fluency and enthusiasm for reading and read widely and frequently</li> <li>•Building on phonics subject skills and knowledge</li> <li>•Recognise and read many Year 3&amp;4 Word List words with automaticity</li> </ul> <p><b><u>Reading Terminology for Pupils Across the Year</u></b><br/>Building on Previous Year and throughout Year 3 focus on:<br/>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p> |
| <b>Reading Texts</b>                                | <p><b><u>Fiction Texts:</u></b><br/>Harry and the Posionous Centipede<br/>The One and Only Ivan</p> <p><b><u>Non-Fiction Texts:</u></b><br/>The LEGO Ideas Book<br/>Explore</p> <p><b><u>Poetry Texts:</u></b><br/>Welcome to my Crazy Life<br/>A World Full of Poems</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>English - Vehicle Texts and Writing Outcomes</b> | <p><b>Vehicle text: Ocean Meets Sky and The Giant Arctic Jellyfish</b><br/><b>Fiction:</b> Dream Adventure Narrative<br/><b>Purpose:</b> To narrate<br/><b>Non-Fiction:</b> TBC<br/><b>Purpose:</b> TBC</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## St Mary's

Catholic Primary School and Nursery

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                           |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|                                           | <ul style="list-style-type: none"> <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><br>Grammar: Word           | Build on previous year & focus on: <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes e.g. auto- super- anti-.</li> <li>Use of the forms 'a' or 'an'.</li> </ul>                                                                                                                                                                                                                                                                                                                           |                                                                                           |
| <b>English</b><br>Grammar: Sentence       | Build on previous year & focus on: <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although.</li> <li>Learn how to use subordination (reinforce from Y2).</li> <li>Expressing time, place and cause using adverbs e.g. then, there, soon, after.</li> <li>Expressing time, place and cause using prepositions e.g. before, during, after, in.</li> <li>Use expanded noun phrases for description and specification.</li> </ul> |                                                                                           |
| <b>English</b><br>Grammar: Text           | Build on previous year & focus on: <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                           |
| <b>English</b><br>Grammar:<br>Punctuation | Reinforce from Year 2: <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li>Use commas to separate items in a list.</li> </ul>                                                                                                                                                                                     |                                                                                           |
| <b>English</b><br>Spelling                | <b>Reinforce Year 2:</b> Adding -es to nouns and verbs ending in -y<br><b>Embed Year 2:</b> Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it<br><b>Embed Year 2:</b> Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it<br><b>Statutory words:</b> often, learn, February, heart, exercise, sentence, consider, different, history, probably                                                                                        |                                                                                           |
| <b>Mathematics Skills</b>                 | <b>Number: Place Value</b><br>Step 1 Represent numbers to 100                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Number: Addition &amp; Subtraction – part 1</b><br>Step 1 Apply number bonds within 10 |



**St Mary's**

Catholic Primary School and Nursery

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Small steps</b>                                      | <p>Step 2 Partition numbers to 100</p> <p>Step 3 Number line to 100</p> <p>Step 4 Hundreds</p> <p>Step 5 Represent numbers to 1,000</p> <p>Step 6 Partition numbers to 1,000</p> <p>Step 7 Flexible partitioning of numbers to 1,000</p> <p>Step 8 Hundreds, tens and ones</p> <p>Step 9 Find 1, 10 or 100 more or less</p> <p>Step 10 Number line to 1,000</p> <p>Step 11 Estimate on a number line to 1,000</p> <p>Step 12 Compare numbers to 1,000</p> <p>Step 13 Order numbers to 1,000</p> <p>Step 14 Count in 50s</p> | <p>Step 2 Add and subtract 1s</p> <p>Step 3 Add and subtract 10s</p> <p>Step 4 Add and subtract 100s</p> <p>Step 5 Spot the pattern</p> <p>Step 6 Add 1s across a 10</p> <p>Step 7 Add 10s across a 100</p> <p>Step 8 Subtract 1s across a 10</p> <p>Step 9 Subtract 10s across a 100</p> <p>Step 10 Make connections</p> <p>Step 11 Add two numbers (no exchange)</p> <p>Step 12 Subtract two numbers (no exchange)</p> |
| <b>Science Knowledge</b><br>Rocks, soils and<br>Fossils | <p>In this module, children will learn to:</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• recognise that soils are made from rocks and organic matter</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> </ul>                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Working Scientifically Skills</b>                    | <ul style="list-style-type: none"> <li>• Setting up simple practical enquiries, comparative [and fair] tests.</li> <li>• Making systematic and careful observations [and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers].</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, [bar charts] and tables.</li> </ul>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                          |



St Mary's

Catholic Primary School and Nursery

|                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                   | <ul style="list-style-type: none"><li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li><li>• Using straightforward scientific evidence to answer questions or to support their findings.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Computing Knowledge</b><br><b>Purple Mash Unit</b><br>Touch Typing &<br>Branching<br>Databases | <p><b><u>Touch Typing:</u></b></p> <ul style="list-style-type: none"><li>• Typing is the action or skill of writing something by means of a keyboard (physical or virtual).</li><li>• It is important to have a good posture when typing to ensure their bodies remain comfortable and don't get sore.</li><li>• A keyboard is a device with a set of keys (buttons) that you press to type letters, numbers, punctuation and symbols into a computer. It can come in different shapes and sizes.</li><li>• To be efficient at typing, hands should be positioned correctly on a keyboard and the left and right hands should work independently of each other.</li><li>• Home, top and bottom row keys are areas on a keyboard where specific keys are located.</li><li>• Numbers are located on the Number Row at the top of the keyboard.</li><li>• The shift key is used alongside another key to type capital letters and different punctuation marks and symbols.</li><li>• The space bar is pressed with the thumb and types a space between letters.</li></ul> <p><b><u>Branching Databases:</u></b></p> <ul style="list-style-type: none"><li>• Explain what a database is.</li><li>• Provide examples of common uses of a database such as the school's attendance database.</li><li>• Explain the differences between a binary question and an open question.</li><li>• Identify binary questions that could be used to sort items.</li><li>• Sort items according to whether the answer the question is yes or no.</li><li>• Choose binary questions that split a group of objects into half.</li><li>• Use a binary database in 2Question to identify items.</li></ul> |



St Mary's

Catholic Primary School and Nursery

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <ul style="list-style-type: none"><li>• Add records to a 2Question database then sort the records using binary questioning to create the database.</li><li>• Work through all routes of a branching database to test whether it works as intended.</li><li>• Identify and fix bugs in a database.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Computing Skills</b> | <p><b><u>Touch Typing:</u></b></p> <ul style="list-style-type: none"><li>• Use basic touch-typing skills to become quicker and more efficient with typing</li><li>• Check that posture is correct when typing.</li><li>• Position equipment correctly so that eyes are level with monitor.</li><li>• Place feet on the floor.</li><li>• Position wrists so that they are not touching anything when typing.</li><li>• Use a range of different keyboards to type letters, numbers, punctuation and symbols.</li><li>• Use the left hand to type letters.</li><li>• Use the right hand to type letters.</li><li>• Locate the ridges on keys F and J to find where the index fingers should rest on the keys.</li><li>• Position the left and right hands correctly.</li><li>• Build up to combining left and right-hand use to type words.</li><li>• Locate the home, top and bottom keys.</li><li>• Open activities in 2Type referencing the keyboard guide to support recognition of using the correct key when typing letters.</li><li>• Type numbers using the correct hand and fingers.</li><li>• Use the shift key by pressing the key on either side of the keyboard with their little finger.</li><li>• Press the space bar efficiently to form spaces between words.</li></ul> <p><b><u>Branching Databases:</u></b></p> <ul style="list-style-type: none"><li>• A database is a collection of data organised in a way that it can be searched, and information found easily.</li></ul> |



St Mary's

Catholic Primary School and Nursery

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <ul style="list-style-type: none"><li>• A binary question is one that can be answered with 'yes' or 'no'.</li><li>• Branching databases are structured using binary choices.</li><li>• A good binary question splits a group roughly in half, half with the answer yes, half with the answer no.</li><li>• When using a binary database, the questions eliminate data until just one record is left, the item can then be identified.</li><li>• Branching databases can be created using programs such as 2Question.</li><li>• It is important to test and debug when creating branching databases so that it works as intended.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Computing<br/>Online Safety</b> | <p><b>Self Image and Identity</b></p> <ul style="list-style-type: none"><li>• I can explain what is meant by the term 'identity'.</li><li>• I can explain how people can represent themselves in different ways online.</li><li>• I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</li></ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"><li>• I can describe ways people who have similar likes and interests can get together online.</li><li>• I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li><li>• 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.</li><li>• I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried</li><li>• I can explain how someone's feelings can be hurt by what is said or written online.</li><li>• I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</li></ul> |



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

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>PE Knowledge</b></p> <p><b>Real Gym Unit 1<br/>Personal (Indoor)</b></p> <p><b>Complete P.E -<br/>Netball</b></p> | <p><b>Real Gym Unit 1 Travel</b></p> <ul style="list-style-type: none"><li>• I know I need to maintain good body tension and extension so I can move with good posture.</li><li>• I know I need to concentrate on the coordination of body parts so I can move smoothly and fluently.</li><li>• I know I need to change speeds to develop my fluency so I can perform accurate movement patterns.</li><li>• I know I need to keep my back straight, my head up and my core muscles squeezed.</li><li>• I know I need to step onto the balls of my feet I can move with light and quiet steps.</li><li>• I know I need to absorb impact with a knee bend so I can perform accurate movement patterns.</li></ul> <p><b>Real Gym Unit 1 Rotation</b></p> <ul style="list-style-type: none"><li>• I know how to Dish and Arch Roll - In dish or arch shape, roll keeping hands, feet and head off the floor, chin on chest and lift arms and legs as high as possible.</li><li>• I know I need to keep my muscles squeezed tightly throughout so I can move smoothly and fluently.</li><li>• I know how to Pencil Straight Roll - Use straight shape, keeping hands and feet together.</li><li>• I know how to keep my tummy tight and back straight.</li><li>• I know how to keep my muscles squeezed tightly throughout so I can remain balanced throughout.</li><li>• I know how to Patter Turn - Stand on toes and take multiple small steps to turn body around vertical axis.</li><li>• I know how to spin on my bottom - Sitting, use hands to start rotation and lift legs and arms.</li><li>• I know how to tighten body to enable control so I can rotate with control.</li><li>• I know how to count with partner/s to help with timing so I can move smoothly and fluently.</li><li>• I know how to watch my partner/s to aid synchronisation so I can move in coordination with my partner/s.</li></ul> <p><b>Netball (invasion)</b></p> <ul style="list-style-type: none"><li>• To know that we are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to keep possession and score.</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**St Mary's**

Catholic Primary School and Nursery

|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                       | <ul style="list-style-type: none"> <li>• To know that we are considered a 'defender' when we are not in possession of the ball . The aim of the game for the defenders is to prevent the opposition from scoring.</li> <li>• To know that space is an open area on the playing area that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to shoot.</li> <li>• To know that possession is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.</li> <li>• To know that passing is a method of sending the ball to our partner or another member of our team to keep possession of the ball.</li> <li>• To know that control means keeping the ball close to us, preventing the defenders from gaining possession.</li> <li>• To know that shooting is when we throw the ball towards the goal/target in an attempt to score.</li> </ul> |
| <p><b>PE Skills</b></p> <p><b>Real Gym Unit 1 Social (Indoor)</b></p> <p><b>Complete P.E - Netball (invasion)</b></p> | <p><b>Real Gym Unit 1 Travel</b></p> <ul style="list-style-type: none"> <li>• I can perform travel using different body parts on floor (crawling movements) with accuracy and control.</li> <li>• I can move with good posture.</li> <li>• I can move smoothly and fluently.</li> <li>• I can perform accurate movement patterns.</li> <li>• I can perform travel on feet on floor (standing coordinated movements) with accuracy and control.</li> <li>• I can move with light and quiet steps.</li> <li>• I can perform tricky travel movements (coordinated vertical movement or large body parts on floor) combined with hand apparatus.</li> <li>• I can keep apparatus in motion throughout (where appropriate).</li> </ul> <p><b>Real Gym Unit 1 Rotation</b></p> <ul style="list-style-type: none"> <li>• I can perform more rolls on floor (combining shapes) with accuracy and control.</li> <li>• I can maintain an accurate shape throughout.</li> </ul>                                                                                                                                  |



## St Mary's

Catholic Primary School and Nursery

- I can move smoothly and fluently.
- I can remain balanced throughout.
- I can perform rotation on different body parts on floor (on patches or two points) with accuracy and control.
- I can rotate with control.
- I can perform tricky rotations (single or combining shapes on patches or points) through partner and group work.
- I can move in coordination with my partner/s.

### **Coordination Footwork**

- I can move with balance and control throughout.
- I can move with fluent, smooth movements.
- I can move well in both directions/on both sides.
- I can hopscotch forwards and backwards alternating my hopping leg each time.
- I can complete 3 step zigzag patterns forwards.
- I can complete 3 step zigzag patterns backwards.

### **Static Balance One Leg Balance**

- I can balance with minimum wobble (control).
- I can balance and move with smooth, controlled movements.
- I can balance with non-standing foot off the floor.
- I can stand still for 30 seconds with eyes closed (aim for 10 seconds, then 20 seconds first if required).
- I can complete 5 squats.
- I can complete 5 ankle extensions.

### **Netball (invasion)**



**St Mary's**

Catholic Primary School and Nursery

|                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                  | <ul style="list-style-type: none"><li>• I can develop my passing and moving skills to outwit my opponents and keep possession of the ball.</li><li>• I can apply an understanding of where, when and why we pass and move, in order to score points against another team.</li><li>• I can develop life skills such as respect and cooperation as I collaborate with others including my opponents.</li><li>• I can apply my skills with developing confidence as I grow in my ability to show integrity and self motivation.</li></ul> |
| <b>Music Knowledge and Skills</b><br><br><b>Unit - Inspired by India: Musical improvisations</b> | <b>Unit - Inspired by India: Musical improvisations</b> <ul style="list-style-type: none"><li>• Exploring traditional Indian music, pupils will begin to understand the art of improvisation using pentatonic scale and simple techniques.</li><li>• Pupils will learn to shape pitch, dynamics and tempo to create contrast and to express different moods.</li><li>• Pupils will develop confidence, creativity and control guided by video tutorials from a professional Indian duo</li></ul>                                       |
| <b>French Knowledge KS2 only</b>                                                                 | <ul style="list-style-type: none"><li>• Understand basic classroom instructions in French- 'Sit down', 'Stand up', 'Listen', 'Look', 'Silence'.</li><li>• To know where France is on a map.</li><li>• To know which languages are spoken across our school.</li><li>• To learn and join in with a French greetings song.</li><li>• To greet in French- say 'Hello', 'Hi', 'Goodbye', 'See you soon'.</li><li>• To ask and answer how someone is feeling 'Good', 'OK', 'Sad'.</li></ul>                                                 |



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

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                     |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>French Skills<br/>KS2 only</b>                                         | <ul style="list-style-type: none"> <li>• Listen to and respond to stories and songs</li> <li>• Understand short texts and dialogues made up of familiar language.</li> <li>• Take part in short spoken exchanges.</li> <li>• Understand instructions and praise words.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                     |
|                                                                           | <b>National Curriculum</b><br><b>End of key Stage 1/2</b><br>Pupils should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Progression Statements Taken from Schemes of Work e.g. Kapow</b> |
| <b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                     |
| <b>History Knowledge</b>                                                  | <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 change can be brought about by advancements in trade.</li> <li>• To know that significant archaeological findings are those which change how we see the past.</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>• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li> <li>• To know that assumptions made by historians can change in the light of new evidence.</li> <li>• To understand the development of groups, kingdom and monarchy in Britain.</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 know that settlements changed over time.</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> |                                                                     |



## St Mary's

Catholic Primary School and Nursery

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <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 trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations.</li><li>• To understand that the traders were the rich members of society.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>History Skills</b> | <ul style="list-style-type: none"><li>• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li><li>• Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period.</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><li>• Identifying reasons for change and reasons for continuities.</li><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 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></ul> |



## St Mary's

Catholic Primary School and Nursery

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</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><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>• Interpreting evidence in different ways.</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><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> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## St Mary's

Catholic Primary School and Nursery

|                                                                                         |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art Knowledge</b><br><br><b>Craft and Design –<br/>Drawing – Growing<br/>artists</b> | <ul style="list-style-type: none"><li>• To recognise how artists use shape in drawing.</li><li>• To develop shading skills and use them to blend tones.</li><li>• To use careful observation for adding detail to drawings.</li></ul> | <p>Tone: That 'tone' in art means 'light and dark'.</p> <p><u>Knowledge of artists:</u><br/>Artists experiment with different tools and materials to create texture.</p> <p>Artists can work in more than one medium.</p>                                                                                                                                                                                                                                                                                                              |
| <b>Art Skills</b>                                                                       | <ul style="list-style-type: none"><li>• To use line, shape and tone in an imaginative way.</li><li>• To explore digital media techniques to develop drawings.</li></ul>                                                               | <p><u>Making skills:</u><br/>Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin.</p> <p>Recognise more organic shapes within objects.</p> <p>Attempt to draw 3D forms using line and shape.</p> <p>Place tonal shading by experimenting and recognising how it can help to show that a shape has form.</p> <p>Sketch out an idea or composition using short, fast, light strokes and 2D shapes.</p> <p><u>Making skills – Formal elements:</u></p> |



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

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Line: Combining more complex lines and marks can represent texture, tones and patterns.</p> <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Tone: Shading creates different tones in artwork by changing the applied pressure.</p> <p>Tone: Shading helps make drawn objects look realistic by giving them form (dimension).</p> <p><u>Evaluating and analysing:</u><br/>Artists make art in more than one way.</p> <p>There are no rules about what art must be.</p> |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Art can be purely decorative or it can have a purpose.</p> <p>People make art for fun and to make the world a nicer place to be.</p> <p>People make art to explore big ideas, like death or nature.</p> |
| <b>RHE/PHSE/SMSC<br/>(Relationships and Health Education)</b> | <p><b>RHE Module 1 Created and Loved by God</b><br/><b>Religious Understanding</b></p> <ul style="list-style-type: none"><li>• We are created individually by God who is Love, designed in His own image and likeness</li></ul> <p>God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation). Every human life is precious from the beginning of life (conception) to natural death. Personal and communal prayer and worship are necessary ways of growing in our relationship with God.</p> <ul style="list-style-type: none"><li>• In Baptism God makes us His adopted children and 'receivers' of His love</li></ul> <p>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience. Receiving the Sacraments helps them to develop healthy relationships with others.</p> <p><b>Me, My Body, My Health</b></p> <ul style="list-style-type: none"><li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community. Self-confidence arises from being loved by God (not status, etc)</li><li>• About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. Learn what the term 'puberty' means.</li></ul> |                                                                                                                                                                                                            |



St Mary's

Catholic Primary School and Nursery

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | <ul style="list-style-type: none"><li>• Learn when they can expect puberty to take place. Understand that puberty is part of God's plan for our bodies.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Mental Health and Wellbeing<br/>Safeguarding<br/>Curriculum Links</b> | <ul style="list-style-type: none"><li>• Self-worth, uniqueness, respecting differences</li><li>• Identifying a wider range of emotions and appropriate responses</li><li>• Every child is taught that they are <b>created and loved by God</b> and have value and dignity.</li><li>• The importance of <b>respecting differences and treating others kindly</b> is reinforced.</li><li>• Children learn that their bodies are <b>special and should be cared for and respected</b>.</li><li>• Self-worth is linked to being loved by God rather than status or appearance.</li><li>• Healthy relationships are built through <b>kindness, teamwork, and cooperation</b>.</li><li>• Pupils are encouraged to recognise when they feel unsafe and to <b>speak to a trusted adult</b>.</li><li>• The importance of <b>trusted adults in school, home, and parish</b> is highlighted.</li></ul> |