

BWJPS  
Year 3 Long Term Plan 2021- 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>						
<b>Writing</b>  Expectation to: Plan, draft, edit, redraft & publish	E - Jack and the Beanstalk – Traditional Tale  <b>E - Poetry</b>  I - Writing Instructions (George's Marvellous Medicine)	P - Advert (George's Marvellous Medicine)  <b>E - Character Monologue            (Stone Age Boy)</b>  <b>E - Play Script (Stone Age Boy)</b>	P - Letter – School should have longer holidays.  E - Character Description (Stitch Head)  <b>E - Diary Entry            (Egyptologist)</b>	E - Poetry  <b>I - Biography of a Pharaoh</b>  1. E - Resolution to story (Stitch Head)	<b>P - Leaflet – The UK</b>  E - Story Opening (HTTYD)  E - Poetry	<b>I - Newspaper Report</b>  E - Fantasy Story (HTTYD)  E - Retell (Literacy Shed Video)
<b>Reading</b>	-George's Marvellous Medicine -The Stone Age Boy -Whole Class Guided Reading - VIPERS		- Stitch Head -Weird World of Wonders - Egyptians -Whole Class Guided Reading - VIPERS		-How To Train Your Dragon -Werewolf Club Rulers -Whole Class Guided Reading – VIPERS	
<b>Spelling, punctuation &amp; grammar (SPAG)</b>	<ul style="list-style-type: none"> <li>Y3 &amp; 4 word list and spellings</li> <li>Progressive verbs</li> <li>Generalisers to inform</li> <li>Adjectives using suffixes</li> <li>Subordinating conjunctions</li> <li>Direct speech</li> <li>Spelling patterns</li> <li>Homophones</li> <li>Proofreading for spelling and punctuation errors</li> <li>Inverted commas to record direct speech</li> <li>Connect words and phrases – subordinating and co-ordinating conjunctions</li> <li>Apostrophes – possession and letters missing</li> <li>Using possessive apostrophe with plural nouns</li> <li>Paragraphs</li> <li>Headings and sub-headings to organise text</li> </ul>		<ul style="list-style-type: none"> <li>Y3 &amp; 4 word list and spellings</li> <li>Adverbs and prepositions</li> <li>Suffixes -ation,</li> <li>Compound words</li> <li>Homophones</li> <li>Fronted adverbials</li> <li>Proofreading for spelling and punctuation errors</li> <li>Use the forms or an according to whether the next word begins with a consonant or a vowel</li> <li>Spelling patterns</li> </ul>		<ul style="list-style-type: none"> <li>Y3 &amp; 4 word list and spellings</li> <li>Prefixes un- dis- mis- pre- re- -super- anti- auto-               <ul style="list-style-type: none"> <li>When to use 'a' or 'an' in front of a word</li> </ul> </li> <li>Suffixes beginning with vowel letters to words of more than one syllable</li> <li>Differences between past and present perfect tense</li> <li>Suffixes ly, beginning with vowel letters to words of more than one syllable.               <ul style="list-style-type: none"> <li>Proofreading for spelling and punctuation errors                   <ul style="list-style-type: none"> <li>Spelling patterns</li> </ul> </li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>Use a dictionary to check spellings</li> </ul>					
Maths	<p><b><u>White Rose Maths – Autumn term</u></b></p> <p>Statistics (2 weeks)</p> <p>Number – place value</p> <p>Number – addition, subtraction</p> <p>Number - multiplication &amp; division</p> <p>Consolidation</p> <p>Problem solving and efficient methods</p>		<p><b><u>White Rose Maths – Spring term</u></b></p> <p>Number – multiplication and division</p> <p>Measurement – money</p> <p>Measurement – length and perimeter</p> <p>Number – fractions</p> <p>Consolidation</p>		<p><b><u>White Rose Maths – Summer term</u></b></p> <p>Number – fractions</p> <p>Measurement – time</p> <p>Geometry – properties of shapes</p> <p>Measurement – mass and capacity temperature</p> <p>Consolidation</p>	
Science	<p>Plants</p> <ul style="list-style-type: none"> <li>Can they identify and describe the functions of different parts of flowering plants? (Roots, stem/trunk, leaves and flowers)?</li> <li>Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?</li> <li>Can they explain how they vary from plant to plant?</li> <li>Can they investigate the way in which water is transported within plants?</li> </ul>	<p>Animals, inc. humans</p> <ul style="list-style-type: none"> <li>Can they explain the importance of a nutritionally balanced diet?</li> <li>Can they describe how nutrients, water and oxygen are transported within animals and humans?</li> <li>Can they identify those animals, including humans, cannot make their own food: they get nutrition from what they eat?</li> <li>Can they describe and explain the skeletal system of a human?</li> </ul>	<p>Light</p> <ul style="list-style-type: none"> <li>Can they recognise that they need light in order to see things?</li> <li>Can they recognise that dark is the absence of light?</li> <li>Can they notice that light is reflected from surfaces?</li> <li>Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?</li> <li>Can they recognise that shadows are formed when the light from a light</li> </ul>	<p>Rocks</p> <ul style="list-style-type: none"> <li>Can they compare and group together different rocks on the basis of their appearance and simple physical properties?</li> <li>Can they describe and explain how different rocks can be useful to us?</li> <li>Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?</li> <li>Can they describe in simple terms how fossils are formed</li> </ul>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> <li>Can they compare how things move on different surfaces?</li> <li>Can they observe that magnetic forces can be transmitted without direct contact?</li> <li>Can they observe how some magnets attract or repel each other?</li> <li>Can they classify which materials are attracted to magnets and which are not?</li> <li>Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?</li> <li>Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?</li> </ul>	<p>Scientists and Inventors</p>

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	<ul style="list-style-type: none"> <li>•Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they describe and explain the muscular system of a human?</li> </ul>	<p>source is blocked by a solid object?</p> <ul style="list-style-type: none"> <li>•Can they find patterns in the way that the size of shadows change?</li> </ul>	<p>when things that have lived are trapped within rock?</p> <ul style="list-style-type: none"> <li>•Can they recognise that soils are made from rocks and organic matter?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they identify some magnetic materials?</li> <li>•Can they describe magnets have having two poles (N &amp; S)?</li> <li>•Can they predict whether two magnets will attract or repel each other depending on which poles are facing?</li> </ul>	
	<b>Planning</b>		<b>Obtaining and presenting evidence</b>		<b>Considering evidence and evaluating</b>	
	<ul style="list-style-type: none"> <li>•Can they use different ideas and suggest how to find something out?                             <ul style="list-style-type: none"> <li>•Can they make and record a prediction before testing?</li> <li>•Can they plan a fair test and explain why it was fair?</li> <li>•Can they set up a simple fair test to make comparisons?</li> </ul> </li> <li>•Can they explain why they need to collect information to answer a question?</li> </ul>		<ul style="list-style-type: none"> <li>•Can they measure using different equipment and units of measure?</li> <li>•Can they record their observations in different ways? &lt;labelled diagrams, charts etc&gt;</li> <li>•Can they describe what they have found using scientific language?</li> <li>•Can they make accurate measurements using standard units?</li> </ul>		<ul style="list-style-type: none"> <li>•Can they explain what they have found out and use their measurements to say whether it helps to answer their question?</li> <li>•Can they use a range of equipment (including a data-logger) in a simple test?</li> </ul>	
<b>Computing</b>	<b>Digital Photography</b>	<b>E-communication</b>	<b>Searching and sorting information</b>	<b>Searching and sorting information</b>	<b>Text and Multimedia in ICT</b>	<b>Understanding Instructions and making things happen</b>
Continual reinforcement of e-safety	<ul style="list-style-type: none"> <li>• <b>Drawing and Desktop Publishing</b></li> </ul> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Can they review images on a camera and delete unwanted images?</p> <p>-Have they experienced downloading images from a camera into files on the computer?</p> <p>-Can they use photo editing software to crop photos and add effects?</p>	<ul style="list-style-type: none"> <li>• <b>Email</b></li> <li>• <b>Blog</b></li> </ul> <p>➤ Can they use the email address book?</p> <p>➤ Can they open and send an attachment?</p> <p>➤ <u>Can they contribute to a class blog?</u></p>	<ul style="list-style-type: none"> <li>• <b>Branching Databases</b></li> </ul> <p>➤ Can they input data into a prepared database?</p> <p>➤ Can they sort and search a database to answer simple questions?</p> <p>Can they use a branching database?</p>	<p>➤ <b>Internet Research and Communication</b></p> <p>➤ Can they find relevant information by browsing a menu?</p> <p>➤ Can they search for an image, then copy and paste it into a document?</p> <p>➤ Can they use 'save picture as' to save an image to the computer?</p> <p>➤ Can they copy and paste text into a document?</p> <p>➤ Do they begin to use note making skills to</p>	<ul style="list-style-type: none"> <li>• <b>Presentation Skills</b></li> </ul> <p>➤ Can they create a presentation that moves from slide to slide and is aimed at a specific audience?</p> <p>➤ Can they combine text, images, and sounds and show awareness of audience?</p> <p>➤ Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</p> <p>Can they manipulate sound when using simple recording story boarding?</p>	<p>➤ <b>Programming Turtle Logo and Scratch</b></p> <p>➤ <b>Can they create a simple series of instructions – left and right?</b></p> <p>➤ <b>Can they record their routes?</b></p> <p>➤ <b>Do they understand forwards, backwards, up and down?</b></p> <p>➤ Can they experiment with variables to control models?</p> <p>➤ Can they use 90 degrees, and 45 degree turns?</p>

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				<p>decide what text to copy?</p> <ul style="list-style-type: none"> <li>➤ <u>Can they search by keyword using a child friendly search engine?</u></li> <li>➤ <u>Can they bookmark a page into your favourites?</u></li> <li>➤ <u>Can they find information on a website?</u></li> <li>➤ <u>Can they click links in a website?</u></li> <li>➤ <u>Can they print a web page to use as a resource?</u></li> <li>➤ <u>Can they print out a page from the internet?</u></li> </ul>		<ul style="list-style-type: none"> <li>➤ Can they give an on-screen robot directional instruction?</li> <li>➤ Can they draw a square, rectangle, and other regular shapes on screen, using commands?</li> <li>➤ Can they write more complex programs?</li> <li>➤ <u>Can they use repeat command in logo to create a pattern?</u></li> </ul>
History	Stone Age to Iron Age		Ancient Egypt		Anglo-Saxons and Scots	Vikings and Anglo Saxons
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD, and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long-ago events would have happened? <b>Knowledge and interpretation</b></li> <li>• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>						
Geography	Extreme Earth		Rainforests		The UK	Land Use

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	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the events that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• Can they begin to use 4 figure grid references?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• Can they make accurate measurement of distances within 100Km?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>• Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</li> </ul>			
Art	<p><b>Fruit and Vegetables</b></p> <ul style="list-style-type: none"> <li>• Carl Warner</li> <li>• Willem Kalf</li> <li>• Caravaggio</li> </ul>	<p><b>Ancient Egypt clay sarcophagus</b></p>	<p><b>British Art</b></p> <ul style="list-style-type: none"> <li>• Anish Kapoor</li> <li>• Paula Rego</li> <li>• Sonia Boyce</li> <li>• Howard Hodgkin</li> </ul>	
	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>•Can they show facial expressions in their drawings?</li> <li>•Can they use their sketches to produce a final piece of work?</li> <li>•Can they write an explanation of their sketch in notes?</li> <li>•Can they use different grades of pencil shade, to show different tones and texture?</li> </ul> <p><b>3D/ Textiles:</b></p> <ul style="list-style-type: none"> <li>•Can they add onto their work to create texture and shape?</li> <li>•Can they work with life size materials?</li> <li>•Can they create pop-ups?</li> </ul>	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>•Can they predict with accuracy the colours that they mix?</li> <li>•Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>•Can they create a background using a wash?</li> <li>•Can they use a range of brushes to create different effects?</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>•Can they cut very accurately?</li> <li>•Can they overlap materials?</li> <li>•Can they experiment using different colours?</li> <li>•Can they use mosaic?</li> </ul>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>•Can they make a printing block?</li> <li>•Can they make a 2-colour print?</li> </ul> <p><b>Use of IT:</b></p> <ul style="list-style-type: none"> <li>•Can they use the printed images they take with a digital camera and combine them with other media to produce artwork?</li> </ul>	<p><b>Sketch Books:</b></p> <ul style="list-style-type: none"> <li>•Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>•Can they make notes in their sketch books about techniques used by artists?</li> <li>•Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>•Can they compare the work of different artists?</li> <li>•Can they explore work from other cultures?</li> <li>•Can they explore work from other periods of time?</li> </ul>

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	<ul style="list-style-type: none"> <li>•Can they use more than one type of stitch?</li> <li>•Can they join fabric together to form a quilt using padding?</li> <li>•Can they use sewing to add detail to a piece of work?</li> <li>•Can they add texture to a piece of work?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they use montage?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>•Can they use the web to research an artist or style of art?</li> </ul>	<ul style="list-style-type: none"> <li>•Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul>	
Design and Technology	<b>Edible garden</b>		<b>Let's go fly a kite</b>		<b>Mechanical posters</b>
	<p style="text-align: center;"><b>Developing, planning, and communicating ideas</b></p> <ul style="list-style-type: none"> <li>•Can they show that their design meets a range of requirements?</li> <li>•Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</li> <li>•Can they describe their design using an accurately labelled sketch and words?</li> <li>•How realistic is their plan?</li> </ul>		<p style="text-align: center;"><b>Working with tools, equipment, materials, and components to make quality products</b></p> <ul style="list-style-type: none"> <li>•Can they use equipment and tools accurately?</li> </ul>		<p style="text-align: center;"><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>•Can they explain what they changed which made their design even better?</li> </ul>
	<p style="text-align: center;"><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>•Can they choose the right ingredients for a product?</li> <li>•Can they use equipment safely?</li> <li>•Can they make sure that their product looks attractive?</li> <li>•Can they describe how their combined ingredients come together?</li> <li>•Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>	<p style="text-align: center;"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>•Can they join textiles of different types in different ways?</li> <li>•Can they choose textiles both for their appearance and also qualities?</li> </ul>	<p style="text-align: center;"><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>•Do they select the most appropriate tools and techniques to use for a given task?</li> <li>•Can they make a product which uses both electrical and mechanical components?</li> <li>•Can they use a simple circuit?</li> </ul>	<p style="text-align: center;"><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>•Do they use the most appropriate materials?</li> <li>•Can they work accurately to make cuts and holes?</li> <li>•Can they join materials?</li> </ul>	<p style="text-align: center;"><b>Mouldable materials</b></p> <ul style="list-style-type: none"> <li>•Do they select the most appropriate materials?</li> <li>•Can they use a range of techniques to shape and mould?</li> <li>•Do they use finishing techniques?</li> </ul>

Can they create a picture independently?  
 Can they use simple IT mark-making tools, e.g. brush and pen tools?  
 Can they edit their own work?  
 Can they take different photographs of themselves displaying different moods?  
 Can they change their photographic images on a computer?

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				•Can they use a number of components?		
PE – coach taught lessons	Agility, balance co-ordination programme	Invasion games	Dance	Music Evening dancing Net and wall games	Swimming Athletics	Sports day practice Israeli dancing Striking and fielding games
PE – whole school	The daily mile					
Music (Please also see Mr Mark's lesson plans for Spring 2 and Summer 1&2)	Create music as part of music presentation	Chanukah concert Famous musicians from Europe	Ancient Egypt themed music	Music Evening	Active Planet themed music	Understanding of Ancient Greece through song
	Performing		Composing (Inc. Notation)		Appraising	
	<ul style="list-style-type: none"> <li>•Do they sing in tune with expression?</li> <li>•Do they control their voice when singing?</li> <li>•Can they play clear notes on instruments?</li> </ul>		<ul style="list-style-type: none"> <li>•Can they use different elements in their composition?</li> <li>•Can they create repeated patterns with different instruments?</li> <li>•Can they compose melodies and songs?</li> <li>•Can they create accompaniments for tunes?</li> <li>•Can they combine different sounds to create a specific mood or feeling?</li> </ul>		<ul style="list-style-type: none"> <li>•Can they improve their work; explaining how it has improved?</li> <li>•Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> <li>•Can they use musical words to describe what they like and dislike?</li> <li>•Can they recognise the work of at least one famous composer?</li> </ul>	
Ivrit	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Do they understand short passages made up of familiar language?</li> <li>• Do they understand instructions, messages, and dialogues within short passages?</li> <li>• Can they identify and note the main points and give a personal response on a passage?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Can they have a short conversation where they are saying 2-3 things?</li> <li>• Can they use short phrases to give a personal response?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Can they read and understand short texts using familiar language?</li> <li>• Can they identify and note the main points and give a personal response?</li> <li>• Can they read independently?</li> <li>• Can they use a bilingual dictionary or glossary to look up new words?</li> </ul> <p><b>Writing</b></p>					

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	<ul style="list-style-type: none"> <li>• Can they write 2-3 short sentences on a familiar topic?</li> <li>• Can they say what they like and dislike about a familiar topic?</li> </ul>					
PSHE	<p><b>Health &amp; well being</b></p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle?</li> <li>• How to maintain physical, mental, and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• Black History Month – October</li> <li>• World Mental Health Day – 10<sup>th</sup> October</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• How to develop and maintain a variety of healthy relationships, within a range of social/ cultural contexts</li> <li>• How to recognise and manage emotions within a range of relationships</li> <li>• Remembrance Sunday – 10<sup>th</sup> November</li> <li>• Anti – bullying week (11<sup>th</sup> – 15<sup>th</sup> November)</li> <li>• Children in Need Day (15<sup>th</sup> November)</li> </ul>	<p><b>Living in the wider world – Economic wellbeing and being a responsible citizen</b></p> <ul style="list-style-type: none"> <li>• Respect for self and others and the importance of responsible behaviours and actions</li> <li>• Rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• Different groups and communities</li> <li>• Respect equality and be a productive member of a diverse community</li> <li>• Martin Luther King Day – 20<sup>th</sup> January</li> <li>• Holocaust Memorial Day – 27<sup>th</sup> January</li> <li>• Chinese New Year – 25<sup>th</sup> January</li> <li>• Safer Internet Day – 11<sup>th</sup> January</li> </ul>	<p><b>Health &amp; well being</b></p> <ul style="list-style-type: none"> <li>• Managing change, such as growing up, transition and loss</li> <li>• How to make informed choices about health and wellbeing and to recognise sources to help us with this</li> <li>• How to respond to an emergency</li> <li>• To identify different influences on health and wellbeing</li> <li>• Fair trade Fortnight (24<sup>th</sup> February)</li> <li>• British Science Week (9<sup>th</sup> – 13<sup>th</sup> March)</li> <li>• World Autism Awareness Day – 2<sup>nd</sup> April</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• How to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• How to respond to risky or negative relationships and ask for help</li> <li>• How to respect equality and diversity in relationships</li> <li>• E-safety focus</li> </ul> <p><b>Mental Well-being</b></p> <ul style="list-style-type: none"> <li>• Simple self-care techniques/</li> <li>• Earth Day (22<sup>nd</sup> April)</li> <li>• VE Day (8<sup>th</sup> May)</li> </ul>	<p><b>Living in the wider world – Economic wellbeing and being a responsible citizen</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting and protecting the environment</li> <li>• Where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• How money plays an important part in people's lives</li> <li>• A basic understanding of enterprise</li> <li>• Wimbledon - July</li> </ul>
	<p><b>Study of Worldwide and local events will also take place, the most part these will be child lead and relevant to the season – these vary depending on pupil interests and current affairs.</b></p>					