

Year 3 Autumn 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To develop a class charter	<input type="checkbox"/> Thought shower: what makes a happy classroom? <input type="checkbox"/> Devise a class charter: what rules do we need to ensure our class is happy? What other rules are needed- for the playground, the dining hall, in assembly, etc? Alternative activity might be school or class tree	<input type="checkbox"/> Rules <input type="checkbox"/> charter <input type="checkbox"/> happy <input type="checkbox"/> rights <input type="checkbox"/> respons ib- ilities <input type="checkbox"/> fair respect	
2	To understand the meaning of gifts and talents	<input type="checkbox"/> Talk about what it means to have a gift or talent. Can they identify famous people they know with gifts or talents. <input type="checkbox"/> Paired work identify talents in their partner, explain them to the rest of the group	<input type="checkbox"/> Gifts <input type="checkbox"/> talents <input type="checkbox"/> strengt hs <input type="checkbox"/> skills <input type="checkbox"/> unique <input type="checkbox"/> special valued	
3	To work cooperatively in a group	<input type="checkbox"/> Thought shower; how can we welcome someone new into our class? <input type="checkbox"/> What does it mean to feel welcome? How can we make people feel welcome? I <input type="checkbox"/> Group work: Welcome pack challenge. Make a welcome pack for children new to the school. Focus on group work skills. What information would they put into a pack for someone who was new?	<input type="checkbox"/> Group <input type="checkbox"/> roles <input type="checkbox"/> listen <input type="checkbox"/> coopera te <input type="checkbox"/> welcom e challenge	
4	To understand how to create a happy playtime	<input type="checkbox"/> Discussion about what makes a happy playtime. Refer to work on class charter in week one. What is friendly behaviour? How do we include everyone? <input type="checkbox"/> Group work: role play. Imagine you are new and how you felt. Freeze-frame and role play how to make someone who is new feel better. Present to class.	<input type="checkbox"/> Fair <input type="checkbox"/> include <input type="checkbox"/> friendly <input type="checkbox"/> include <input type="checkbox"/> lonely <input type="checkbox"/> Isolated	
5	To express ideas and opinions	<input type="checkbox"/> Thought shower: select a play activity that the children think could be improved or a problem that needs o be resolved eg. not enough playground equipment. <input type="checkbox"/> Group work: devise an action plan eg. observe use of equipment during a playtime, devise solutions such as writing new instruction cards, devising new games and writing the rules. Each group feeds back to the rest of the class. Secret ballot to decide on the best idea – goes to school council.	<input type="checkbox"/> Opini on <input type="checkbox"/> impr ove <input type="checkbox"/> action <input type="checkbox"/> commu ni- cation solution	

Year 3 Autumn 2

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To know the importance of friends (online & offline *)	<input type="checkbox"/> Revisiting the skills of friendship: looking and sounding friendly, good listening, seeing things from another's point of view. <input type="checkbox"/> Group work: role-play unfriendly and friendly behaviour. <input type="checkbox"/> Extension activity: produce a story/poem/comic-strip that illustrates good friendship	<input type="checkbox"/> friendsh p <input type="checkbox"/> friend ly <input type="checkbox"/> unfriendl y <input type="checkbox"/> complim ent <input type="checkbox"/> listeni ng <input type="checkbox"/> point of view	
2	To find a solution when we fall out with a friend (online & offline *)	<input type="checkbox"/> Thought shower: revisit calming down strategies. Revisit peaceful problem-solving process. <input type="checkbox"/> Group work: discuss ways of resolving conflicts using 1) win-lose solution, 2) lose-lose solution and 3) win-win solution. Identify key roles within the group – leader, scribe, reporter, timekeeper <input type="checkbox"/> Group work: evaluate how well the group has worked together. Use the peaceful problem-solving format to discuss any difficulties.	<input type="checkbox"/> argument <input type="checkbox"/> disagree ment <input type="checkbox"/> solution <input type="checkbox"/> making up <input type="checkbox"/> problem- solving <input type="checkbox"/> group	
3	To develop strategies to stay calm when angry (online & offline *)	<input type="checkbox"/> Thought shower: what are the signs of anger? Use photo-cards to look at facial expression and body language. <input type="checkbox"/> Show children 5 pieces of string of varying lengths (shortest to longest). Ask children to write on labels things which cause their fuse to be short (tiredness, hunger, mood etc) and on labels which help lengthen their fuse (a smile, a hug from a friend etc)	<input type="checkbox"/> anger <input type="checkbox"/> calm <input type="checkbox"/> conflict resolve	
4	To develop strategies to prevent bullying (online & offline *) (<i>National Anti-bullying Week</i>)	<input type="checkbox"/> link to theme of National Anti-bullying Week <input type="checkbox"/> School awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour <input type="checkbox"/> What is bullying? Key messages: bullying is wrong; <ul style="list-style-type: none"> bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger) 	<input type="checkbox"/> bullying <input type="checkbox"/> witness <input type="checkbox"/> audience <input type="checkbox"/> peer pressure	
5	To know what to do in an emergency (online & offline *)	<input type="checkbox"/> Invite a fire officer into school (or visit a local fire station) to talk about ways of keeping safe in the home, fire dangers, safety on Bonfire Night etc. <input type="checkbox"/> Make a poster: don't play with matches/fireworks <input type="checkbox"/> Role-play: what to do in an emergency in school – fire procedures and what to do	<input type="checkbox"/> hazard <input type="checkbox"/> safety <input type="checkbox"/> danger <input type="checkbox"/> fire <input type="checkbox"/> matches	

		at home – calling 999. <i>(as Yr 1&2)</i>	<input type="checkbox"/> alarms <input type="checkbox"/> fireworks <input type="checkbox"/> emergen cy drill	
6	To know how to keep safe on the internet	<input type="checkbox"/> Thought shower: what are all the things you can you do on the internet? Make a list of benefits and risks. <input type="checkbox"/> Thought shower: strategies for safe computer use?	<input type="checkbox"/> Internet risk <input type="checkbox"/> email <input type="checkbox"/> safe supervision	

Year 3 Spring 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To explore the differences between males and females	Display clothed baby pictures. Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this? Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Talk about stereotypes. Are there things boys can do and girls can't? Use of colour pink/blue? Games we play? Does it matter boy or girl?	<input type="checkbox"/> Similar <input type="checkbox"/> Different <input type="checkbox"/> Male <input type="checkbox"/> Female	
2	To consider touch and to know that a person has the right to say what they like and dislike	<input type="checkbox"/> In pairs, ask the children to think of as many different types of touch as possible e.g. push, hug, scratch and kiss. Ask the children which are good and which are not. Emphasise that everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok.	<input type="checkbox"/> Comfortab le <input type="checkbox"/> Uncomfor table <input type="checkbox"/> Like <input type="checkbox"/> Dislike <input type="checkbox"/> Touch <input type="checkbox"/> Hug Kiss	
3	To explore different types of families and who to go to for help and support	<input type="checkbox"/> Ask the class questions about families, considering some of the following: <i>What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live? Make a list on the board of different kinds of families</i>	<input type="checkbox"/> Family <input type="checkbox"/> Fostering <input type="checkbox"/> Adoption <input type="checkbox"/> Relationshi p <input type="checkbox"/> Stereotype s Gender roles	

4	To understand what helps to make people feel happy	<input type="checkbox"/> Whole class activity: recap on ways of keeping healthy (keeping fit, healthy eating). Introduce idea of relaxing and leisure time and ask for examples. <input type="checkbox"/> Make a collage of ways of relaxing after school, at weekend and in the holidays <input type="checkbox"/> Visualisation: imagine your special place <input type="checkbox"/> Extension activity: draw a picture/symbol on a piece of card to remind them of their special place, to be used as a reminder to relax if feeling worried, upset or angry.	<input type="checkbox"/> relaxation <input type="checkbox"/> leisure <input type="checkbox"/> hobbies <input type="checkbox"/> happy <input type="checkbox"/> stress worryes	
5	To know how to keep healthy	<input type="checkbox"/> Thought shower all the ways in which we keep healthy and happy (good food, exercise, sleep, relaxation, feeling happy) <input type="checkbox"/> Whole class activity: role play around choices. Imagine you are a TV advertiser or a business person and you are trying to persuade people to buy or do something which they know is unhealthy (eg. buy new sort of sweets, stay up late and watch more TV). What kind of arguments would you use? How would your audience resist the pressure? How do you feel when you make the right choices?	<input type="checkbox"/> healthy <input type="checkbox"/> lifestyle <input type="checkbox"/> positive <input type="checkbox"/> choices <input type="checkbox"/> food <input type="checkbox"/> exercise <input type="checkbox"/> sleep <input type="checkbox"/> relaxation <input type="checkbox"/> pressure persuasion	
6	To understand what helps us to overcome barriers to reaching goals	<input type="checkbox"/> Whole class activity: making excuses. Divide into two columns on flip chart - barriers I can change and barriers I can't change. <input type="checkbox"/> Pairs work: children come up with excuses or reasons for not making healthy choices (eg. I'm no good at sport, I'm too busy to do a sport, we haven't got a garden, I don't like vegetables etc). Sort into barriers I can and can't change. Discuss and explore each excuse. <input type="checkbox"/> Individual round: one goal I'm going to achieve in order to be healthy is ... <input type="checkbox"/> Extension activity: work out and write/draw the small steps I will need to take in order to reach that goal.	<input type="checkbox"/> barriers <input type="checkbox"/> obstacles <input type="checkbox"/> excuses <input type="checkbox"/> responsibility	

Year 3 Spring 2

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To recognise similarities and differences	<input type="checkbox"/> Circle Time: "I am individual because ..." <input type="checkbox"/> Activity: draw a badge, shield or coat of arms to illustrate their identity Fingerprint pictures	<input type="checkbox"/> similarities <input type="checkbox"/> differences <input type="checkbox"/> individuality Identity	
2	To know how to feel good about	<input type="checkbox"/> Changing places game: There's a chair to my right ... <input type="checkbox"/> Pairs work: prepare a 'Good to be me' interview. Thought shower questions as	<input type="checkbox"/> good <input type="checkbox"/> difficulties	

	yourself in difficult situations	<input type="checkbox"/> a whole class first eg. what things have you done recently that you are proud of?	es Interview	
3	To know what a surprised feeling looks/feels like	<input type="checkbox"/> Warm-up: place a 'present' in the centre of the circle. Individual round: "I would like there to be ... in my present" <input type="checkbox"/> Look at and discuss the photo-card 'surprised' Thought shower other words for 'surprised'. <input type="checkbox"/> Pairs work: ask children to discuss how they might feel in certain situations (write situations on board). <input type="checkbox"/> Feedback few example to circle. Ask for actions/behaviours that might go with the feelings. Pass the present around the circle, saying: "I would give ... to ..."	<input type="checkbox"/> surprise d <input type="checkbox"/> hopeful <input type="checkbox"/> worried <input type="checkbox"/> anxious <input type="checkbox"/> excited <input type="checkbox"/> relax routine	
4	<input type="checkbox"/> I can explain what hopeful and disappointed mean	<input type="checkbox"/> Use photo-cards 'hopeful' and 'disappointed' and explore how characters might be feeling. What does it mean to be hopeful? How can we cope when we are disappointed? challenge - make a poster turning • hopeless into hopeful thoughts	<input type="checkbox"/> hopeful <input type="checkbox"/> disappoi nted hopeless	
5	<input type="checkbox"/> I can choose when to show my feelings and when to hide them	<input type="checkbox"/> Thought shower: when might we want to hide our feelings? <input type="checkbox"/> Group work: devise a role-play to present to others situations where children might or might not choose to hide their feelings eg. when you are playing cards and you have the card someone else needs to win, when you fall over in front of a group of older children	<input type="checkbox"/> hiding <input type="checkbox"/> protecti on <input type="checkbox"/> fear <input type="checkbox"/> hurt choices	
6	<input type="checkbox"/> I can choose to act assertively	<input type="checkbox"/> Present scenarios to the class eg. your friend wants you to go to the cinema and you don't want to. How do you handle the situation? <input type="checkbox"/> Introduce terms 'aggressive', 'passive', 'assertive'. Ask the children for examples of such behaviours <input type="checkbox"/> Discussion: which approach would be most effective in finding a solution that everyone felt ok about?	<input type="checkbox"/> assertiv e <input type="checkbox"/> passive <input type="checkbox"/> aggressi ve angry	

Year 3 Summer 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To know where to go for help (online / offline*)	<input type="checkbox"/> Class visit to a local police station or visit from Schools PC. <input type="checkbox"/> Prepare questions beforehand eg. what crimes do children commit most often? What happens when a suspect is brought to the police station? Who looks after the police dogs? <input type="checkbox"/> Follow-up group work in class: what three things did you learn on your visit about the role of the police and how they keep the community safe? Design and make a poster.	<input type="checkbox"/> police <input type="checkbox"/> st ation <input type="checkbox"/> personal safety risks	
2	To understand what taking responsibility	<input type="checkbox"/> What does it mean to feel guilty? <input type="checkbox"/> Thought shower: does guilt have a purpose? Could it alert us to the fact that there is a problem we may need to solve?	<input type="checkbox"/> fault <input type="checkbox"/> guilty <input type="checkbox"/> responsi	

	means (online / offline*)	<input type="checkbox"/> Pairs work: consider scenarios one where you would expect the person to feel guilty and one where the person is not responsible and therefore should not feel guilty. Feed back to the class. <input type="checkbox"/> <input type="checkbox"/>	b- ility <input type="checkbox"/> shame <input type="checkbox"/> ashamed <input type="checkbox"/> regret <input type="checkbox"/> remorse amends	
3	To know how to make wise choices (online / offline*)	In groups, half the class have to try and persuade a child to make an unwise choice (eg. staying up to watch TV late at night) while the other half try to persuade them to do the right thing. Who was more persuasive? What influences are choices? Extension activity: read the story of Pinocchio	<input type="checkbox"/> conscience <input type="checkbox"/> choice <input type="checkbox"/> right wrong	
4	To recognise some ways we can deal with worries (online / offline*)	<input type="checkbox"/> Thought shower: what's the difference between physical hurt and hurt feelings? Ask children if the 'sticks and stones' expression is true? <input type="checkbox"/> Pairs work: give children two blank cards to write one hurtful thing and one healing thing. Take in and shuffle up, then hand out randomly. Ask the children to line up with the most hurtful cards one end and the most healing cards the other end. Fold the line in on itself so the most hurtful are opposite the most healing. Starting with the least hurtful, read out words and put the hurtful ones in the bin. <input type="checkbox"/> Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor's reply. (Could be used as the basis for the following session.)	<input type="checkbox"/> teasing <input type="checkbox"/> name-calling <input type="checkbox"/> unkind <input type="checkbox"/> hurtful <input type="checkbox"/> healing feelings	
5	To know ways of supporting each other (online / offline*)	<input type="checkbox"/> Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format eg. Circle Time to allow children time to raise any worries they have and share support strategies.	<input type="checkbox"/> help <input type="checkbox"/> support <input type="checkbox"/> worry problem	

Year 3 Summer 2

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	Be aware of a range of jobs at home and in schools	<input type="checkbox"/> Thought shower: what jobs do you do at home, in class and around the school? Why do these jobs have to be done? <input type="checkbox"/> Group work: give children a range of pictures illustrating people at work eg. bus driver, nurses, cook, secretary etc. List the duties involved and skills needed. Make word cards to go alongside each picture. <input type="checkbox"/> Individual activity: which jobs would you like to do when you're older? Draw a picture of yourself doing one of those jobs.	<input type="checkbox"/> jobs <input type="checkbox"/> work <input type="checkbox"/> responsibility <input type="checkbox"/> duties <input type="checkbox"/> tasks <input type="checkbox"/> skills <input type="checkbox"/> monitors helping	
2	To understand the role of the local council	<input type="checkbox"/> Ask the children if they know how we are represented in local government? Explain 'represent' by referring to the school hierarchy What sort of job does a councillor do? What is the role of the mayor? If possible, find pictures or photographs of local representatives. <input type="checkbox"/> Group work: make a list of the services a local council provides and the	<input type="checkbox"/> represent <input type="checkbox"/> school council <input type="checkbox"/> local	

		<p>things a local councillor does.</p> <input type="checkbox"/> Visit to/from a local councillor	<p>government</p> <input type="checkbox"/> councillor <input type="checkbox"/> voting election	
3	To understand the process of voting and debating	<input type="checkbox"/> Thought shower: what is debating and voting? Where does this happen? <input type="checkbox"/> Choose a suitable topic to debate eg. 'anything boys can do, girls can do better'. Divide class into small groups of 3 or 4 so that half the class is for the motion and half against. <input type="checkbox"/> Group work: pupils discuss and write down arguments for and against, elect someone to be the speaker for their group. Each group has a turn in presenting their side of the debate. Then the class votes.	<input type="checkbox"/> vote <input type="checkbox"/> debate <input type="checkbox"/> election democracy	
4	To recognise that individuals can influence what happens in the school and the community	<input type="checkbox"/> Discuss an issue in school or the local community that concerns them eg. 'there should be more litter bins outside the school gates on the street'. Thought shower an action plan eg. research the number of bins already and the amount of litter, take to the school council, find out addresses to write to in the local council, what they would like to happen etc. <input type="checkbox"/> Group tasks: putting the action plan in place. Pupils elect themselves for roles eg. observing the area, devising a questionnaire going to the school council, researching the local council, writing a letter to the council.	<input type="checkbox"/> action plan <input type="checkbox"/> community roles <input type="checkbox"/> campaign <input type="checkbox"/> pressure influence	
5	To learn about voluntary, community and pressure groups	<input type="checkbox"/> Compile a range of information sources about local and community issue eg. newspaper articles, leaflets. <input type="checkbox"/> Invite in an organisation eg. Neighbourhood Watch, Crimestoppers to talk about their work and how children can participate	<input type="checkbox"/> voluntary <input type="checkbox"/> community <input type="checkbox"/> pressure groups <input type="checkbox"/> help support	
6	To be able to work as a group to set goals and work on a project to raise money	<input type="checkbox"/> Research charities in the local area and decide on one to raise funds for (could be linked to whole school project or work with Yrs 5/6 on summer fete) <input type="checkbox"/> Group work: devise an action plan – devising ways of raising money, how to promote event, how to get support from others Evaluate and celebrate the fund-raising event after it has taken place	<input type="checkbox"/> project <input type="checkbox"/> fund-raising charity	