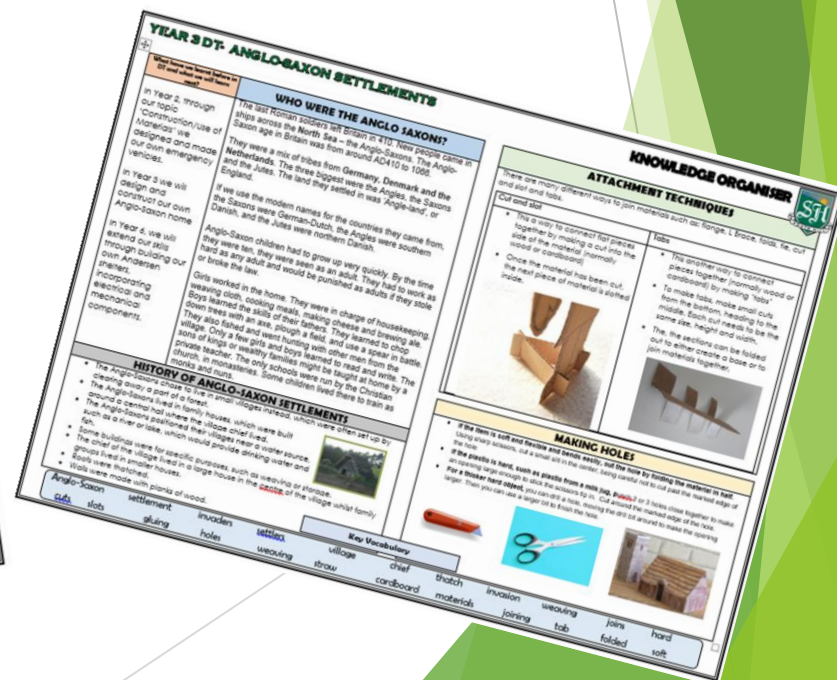


Please see 'Knowledge Organisers' attached for Year 3 for the Spring term, which will also be in pupil's books and on working walls in school.



YEAR 3 SCIENCE – ANIMALS INCLUDING HUMANS

KNOWLEDGE ORGANISER



What have we learnt in this topic before, what we will learn this year and what will we learn next?

In year 2, we have already learnt in our topic: Animals Including Humans:

- to notice that animals, including humans, have offspring which grow into adults
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Year 3, we will learn in our topic: Animals Including Humans:

- that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.

In Year 4, we will learn in our topic: Animals Including Humans:

- to describe the simple functions of the basic parts of the digestive system in humans
- to identify the different types of teeth in humans and their simple functions
- to construct and interpret a variety of food chains, identifying producers, predators and prey.

OFFSPRING AND GROWTH

Animals can be classified as either vertebrates or invertebrates.

Vertebrates are animals that have a backbone inside their body (endoskeleton). The major vertebrate groups include fish, amphibians, reptiles, birds and mammals.

Invertebrates don't have a backbone. They either have a soft body, like worms and jellyfish, or a hard outer casing covering their body (exoskeleton), like spiders and crabs.

ANIMAL CLASSIFICATION



FOCUS SCIENTISTS – Elsie Widdowson and Greg Whyte

Focus Scientists—Elsie Widdowson

Elsie Widdowson (1906-2000) was a British dietician and nutritionist who loved experiments. She wrote a book which told us for the first time what energy and nutrition was in different foods. She also played a key role in wartime rationing.



Greg Whyte OBE

Whyte (born 1967) is a former Olympian and a sports scientist. He is a Professor in Applied Sport & Exercise Science at Liverpool John Moores University. He is an expert on exercise physiology, sports performance and rehabilitation. He has also been involved with Comic Relief.



BASIC NEEDS OF SURVIVAL

In order for a car to run it needs petrol. Petrol is fuel for the car. People are more complex than cars. For the human body to function, it needs many different types of fuel in the form of food. The human body needs food for:

- Energy
- To keep warm
- For growth and repair.

We need many nutrients on a daily basis in order to stay healthy. The three main nutrient groups in food are:

- Carbohydrates
- Protein
- Fats

We also need minerals and vitamins. A good balanced diet of fresh food helps to keep us healthy.

Types of Nutrition			
Carbohydrates			
-Carbohydrates give the consumer <u>energy</u> .			
-Foods that have lots of carbohydrates are often called 'starchy' foods.			
-Carbohydrate-rich foods include pasta, rice, oats, breads, breakfast cereals and barley.			
Protein		Fat	
-Protein helps the body (especially the muscles) to <u>repair itself</u> .		-Fats also give consumers lots of <u>energy</u> . However, too much fat is not healthy!	
-Protein-rich foods include meat, eggs & nuts.		-Butter, cakes & fast food contain lots of fat.	
Fibre		Vitamins and Minerals	
-Fibre helps our <u>digestion</u> system to work well.		-There are many different vitamins and minerals that <u>perform hundreds of jobs</u> in the body.	
-Fibre is often found in high-carbohydrate foods like bread, cereal, potatoes, and some fruits.		-Fruit and vegetables are <u>vitamin/mineral-rich</u> .	

SKELETONS AND MUSCLES

Skeletons and Muscles	
Skeleton	Muscular System
-Humans (and many other animals) have a <u>system of bones called a skeleton</u> .	-Humans (and many other animals) also have a <u>system of muscles in their bodies</u> .
-Skeletons help to <u>support</u> your body – they give it its shape.	-The main purpose of muscles is for <u>movement</u> . As they contract, muscles move parts of the body around.
-Skeletons are also important for <u>movement</u> . Muscles are attached to bones.	-Muscles are also important for maintaining <u>posture</u> , helping humans/ animals to sit, stand, and walk.
-Finally, skeletons help to <u>protect</u> important parts of the body. E.g. the ribs protect the heart and lungs.	-Some muscles (e.g. the heart) move by themselves – they are <u>involuntary</u> .



Key Vocabulary

vertebrates invertebrates backbone skeleton muscle contract release nutrition carbohydrate protein fats endoskeleton exoskeleton



COMPUTING: CREATING MEDIA

KNOWLEDGE ORGANISER



Overview

bright buttons bulletin



Desktop Publishing

- Desktop publishing is when we create documents using page layout software.
- We can use desktop publishing to make things like newsletters, brochures, magazines and newspapers.
- Some examples of software that we can use for desktop publishing are Microsoft Publisher, Adobe Spark and Canva.
- When using desktop publishers, we consider how images and text are laid out the page in an eye-catching and appropriate format.

Layout of A Page

When desktop publishing, we consider how we can lay out a page in the most interesting, eye-catching, and appropriate ways, to suit our purpose and audience.

The title should be large, bold and clear. It is normally the largest text on the page.

Consider which font you will use – different fonts create different ideas and feelings.

What is the main story of the magazine? How can you sum the story up in a few words?



Think about how different colours make us think and feel.

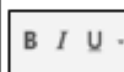
Think about where you will put the date and price of the magazine – this is important information!

Magazines are normally in portrait orientation. Think about how you lay out text and images.

Text Tools

The toolbar is the set of icons and buttons that are at the top of the page in a desktop publisher. You should already know some of these from your earlier study:

These tools can change the text.



The **B** makes the text **Bold**.

The *I* writes the text in *Italics*.

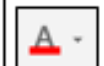
The U underlines the text.



Clicking on this icon allows you to change the size of the text. After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.



Clicking on this icon allows you to change the font (style) of the text. Most desktop publishers have many styles to choose from.



Clicking on this icon opens the text colour tool. It allows you to change the colour of the text. There are often many colours to choose from.



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.

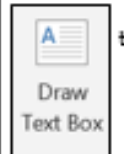
Image and Layout Tools



Templates have a pre-arranged layout, colour scheme and style that you can adapt for your needs!



-The styles tool is a real time saver. You get to choose a number of different features, e.g. fonts and colours, and it will apply the rules to the whole document.



-Text boxes allow you to type text anywhere on the document. The box itself can be coloured. You can make the text box as large or small as you want, and rotate it using this symbol.



-This tool lets you insert pictures into your document. You can select pictures already on your computer, or search the internet for pictures. Pixabay contains lots of pictures that you can legally use in publications.

Important Vocabulary

Publishing

Text

Images

Font

Templates

Orientation

Placeholders

Software

Purpose

Audience

COMPUTING: DATA AND INFORMATION

KNOWLEDGE ORGANISER

Overview

Branching Databases



- Data is raw numbers and figures. Information is what we can understand from looking at data.
- Objects can be organised into groups, based on what they are or their different attributes.
- Branching databases can help us to identify objects within sets of data. They are useful when we want to classify objects (consider objects within a certain group).

Grouping and Separating

-Grouping: Objects can be put into different groups. These groups can be made up of objects that are the same, or objects that have the same attributes (features).
Computers can help us by allowing us to put different objects into groups.



-Yes or No Questions: Questions that require yes and no answers can be useful for helping us to find out the attributes of different objects. For example:
-Is it big? (size)
-Is it red? (colour)
-Is it made of plastic? (material)
-Is it heavy? (weight)



-Multiple Groups: Sometimes, we need to split objects into more than two groups, and so one yes or no question alone is not enough. For example, we may wish to classify animals into the different animal types (mammals, birds, reptiles, amphibians, fish, etc.). We may ask multiple yes or no questions, such as 'does it lay eggs?' 'does it have hair or fur?' etc.

Branching Databases

-Branching Databases: A branching database (sometimes known as a binary tree) is a way of classifying a group of objects. If it has been designed correctly, a branching database can be used to help someone identify one of the objects.



-Creating Branching Databases: Programs such as /Zadata can help you to create branching databases. Firstly, you need to select which objects you would like to use in your database. You can then type in 'yes' or 'no' questions to sort your objects. Add as many questions as needed until all of the objects are sorted individually.



Structuring Branching Databases

-Remember that for your branching database to be effective, the strength of the questions that you ask is hugely important. Your questions need to separate different objects based on their attributes. E.g. the question 'does it have stripes?' would separate the animals below. You should also carefully consider the order that you ask questions.



Presenting Information

-Both pictograms and branching databases can be used in order to answer questions and solve problems.
-You should know which is best to use in different situations. E.g. a pictogram is best to show the favourite colours of children in the class, whilst branching diagrams are best to identify different types of minibeasts.



Important Vocabulary

Information	Data	Attributes	Group	Branching	Database	Multiple	Classify	Structure	Present
-------------	------	------------	-------	-----------	----------	----------	----------	-----------	---------

YEAR 3 HISTORY – INVADERS & SETTLERS

KNOWLEDGE ORGANISER



What have we learnt in this topic before and what we will learn this year?

In Year 3, we will learn about some of the main groups, from the Picts through to the Normans, who invaded and settled in Britain. We will learn about how these groups conquered Britain and how this shaped and changed the country.

In Year 4, we will continue looking at the theme of 'invasion' by looking more in depth at 'The Roman Empire' and learning why the Romans were so successful and how they have helped shape Britain today.

In Year 5, we will further our understanding of invasion by revisiting and looking more in depth at how the Vikings invaded and took over from the Anglo Saxons.

Who were some of the invaders of Britain?



Picts



Celts



Romans



Anglo Saxons



Vikings



Normans

Why would they invade a place like Britain?

There are many reasons for groups to want to invade Britain:

- During the Bronze age, Britain was found to have good reserves of tin and copper used to make bronze which was vital for the time
- Groups were sometimes driven from their own homelands.
- There was good land for farming (rich soil and good livestock)
- Britain had many riches held in places like monasteries that invaders wanted for trade
- Good resources such as crops, cloth and slaves
- Britain was close to other places in Europe (where the Roman Empire was expanding to)



Timeline

5000 BC

The Picts (painted people) had territory in Britain. They were thought to be descendants of an Iron Age tribe.

55 BC

Romans invaded Britain. Celts and Romans worked together against enemies.

407 AD

Anglo Saxon Invasion. Celts pushed into smaller territories.

1066 AD

Norman Invasion.

9000 BC

Groups of early people live in Britain (Stone Age).

2000 BC

Celts came to Britain. Picts got pushed further into the North - what we now know as Scotland.

122 AD

Hadrian's wall was built to keep out the Picts. Forts built to keep out Anglo Saxons.

800 AD

Viking Invasion.

How did invaders from the past conquer a country like Britain?

Some of the invaders, like the Celts, travelled from overseas and settled in Britain quite peacefully, spreading out over time. Other invaders were a lot more blood thirsty!

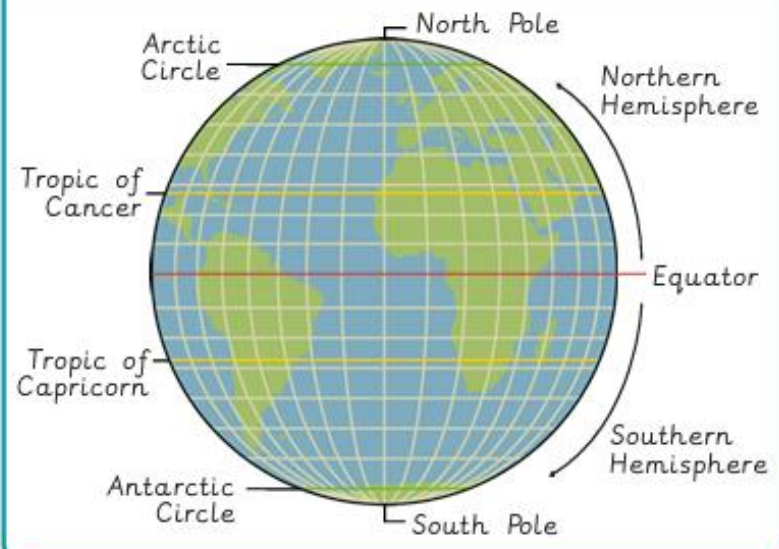
THE ROMANS When the Romans first invaded, they fought many bloody battles against the Celts to claim territory. These were long and gruelling battles and meant that the Romans attempted to invade 3 times before they were finally successful.	THE VIKINGS The Vikings were warriors and invaded with force, killing many and looting riches from the people and monasteries. The Anglo-Saxons fought back bravely and managed to hold onto some of their territory in Britain.
THE ANGLO-SAXONS The Anglo-Saxons were able to invade quite easily because the Romans had abandoned their position in Europe to return to Rome to protect it from invaders. Battles would have still been fought against the Celts not as fiercely as when the Vikings came.	THE NORMANS The Normans were also Vikings who had settled many years earlier in Normandy in France. They came to Britain to claim the British throne and fought in a fierce battle in Hastings in 1066. This battle is recorded in the Bayeux tapestry.

Key Vocabulary

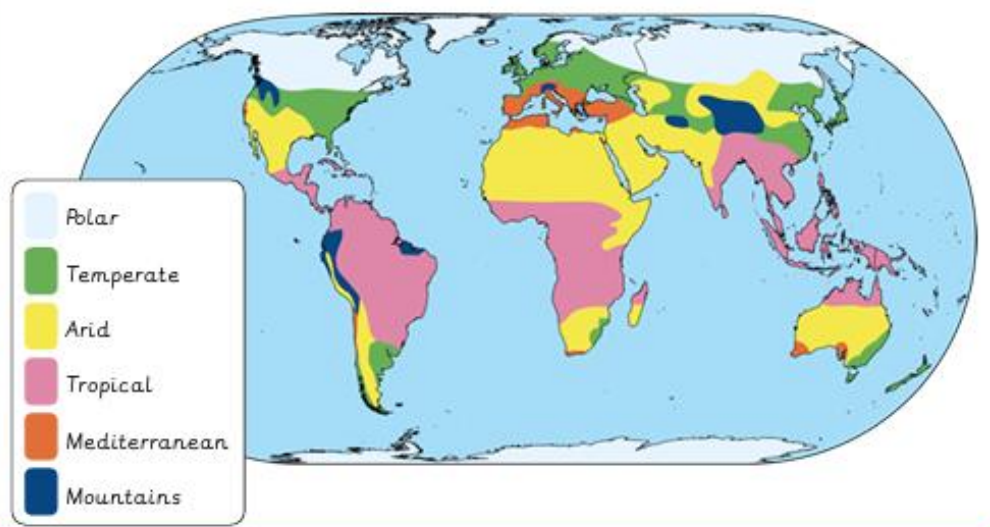
BC	AD	Celts	Picts	Romans	Anglo-Saxons	Vikings	Normans	invasions	invaders	battle
resources	settlements	journey		Roman Empire	war ships	Bayeux Tapestry		Battle of Hastings		Britain

Geography - Who lives in Antarctica?

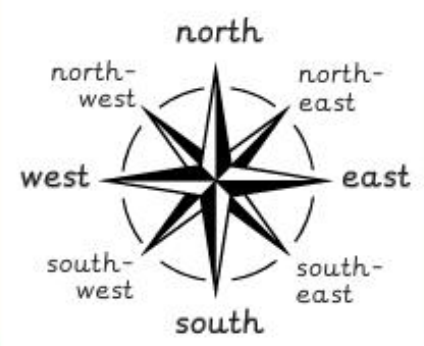
Lines of latitude and longitude



Climate zone map



Compass points

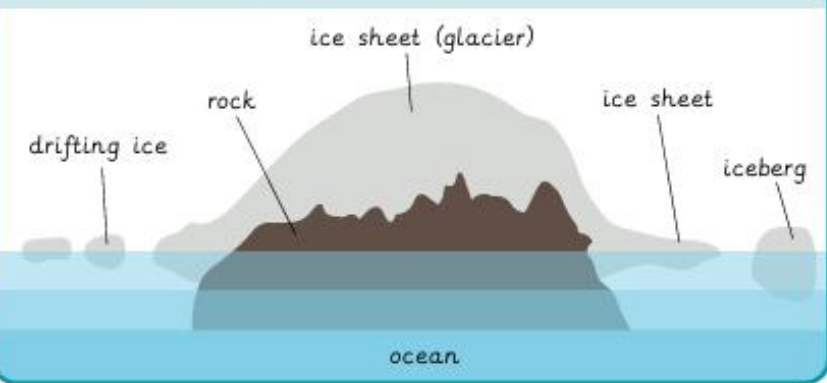


Who lives in Antarctica?



Nobody permanently. However, tourists and researchers do visit.

Physical features of Antarctica



YEAR 3 ART – PIRATE SHIP COLLAGE

KNOWLEDGE ORGANISER



What have we learnt before in Art and what we will learn next?

In Year 2, we practised our collage techniques when we made our Christmas cards and calendars. We practised using different types of materials and focused on repeating patterns.

In Year 3, we will be developing our collage skills by making a Pirate Ship Collage.

We will be using mixed media and working on building texture and overlapping to add detail in our work.

In Year 6, we will further develop our skills by creating abstract collages inspired by the work of Beatriz Milhazes.

COLLAGE

Collage is piece of art made by sticking different materials such as photos, clipping, materials etc. on to a backing. Collage has been around for centuries but it began to become really noticed in the early 20th century. It was the artists George Braque and Pablo Picasso who first coined the phrase *collage* for this technique. Many artists such as Ben Lewis Giles and Kurt Schwitters also use collage.



Ben Lewis Giles



Pablo Picasso



Kurt Schwitters

OVERLAPPING



When we create a piece of art, such as collage, we can use overlapping. This is where we place materials partly over the top of another. This creates depth and makes the picture feel more 3d. It also gives the picture texture helps us to create features such as waves in the collage shown.

MIXED MEDIA

When we create collage, we can use a variety of materials such as newspapers, magazines, wrapping paper, card, and many more. When we use two or more of these materials in the same piece of art, we call it 'mixed media'. We can even add to this by painting parts of the collage or even taking our own digital images or use images from the internet to add another media to our collage.



BUILDING TEXTURE

Collages can be created by cutting, folding, ripping, scrunching and twisting.

These are all techniques to build texture. When

creating a collage scene, it is important to simplify the shape into blocks which you can build upon to add texture and detail using smaller pieces of material.



Key Vocabulary

Collage	materials	backing	George Braque	Pablo Picasso	technique	overlap	partly over the top	depth	
3-d	texture	mixed media	newspaper	card	digital image	magazines	folding	ripping	detail

YEAR 3 DT- ANGLO-SAXON SETTLEMENTS

What have we learnt before in DT and what we will learn next?

In Year 2, we learnt about shell structures by constructing our own moving emergency vehicle using bold colours. We learnt how to attach axles and wheels and reinforced the chassis to make it strong.

In Year 3, we will revise our knowledge of Freestanding structures. We will design and construct our own Anglo-Saxon village using different types of joins and learn how to make holes.

In Year 4, we will learn about Frame structures and we will build a stand to make a 'Panathenaic stadium' using frames, concertinas and triangles to reinforce the structure.

HISTORY OF ANGLO-SAXON SETTLEMENTS



- The Anglo-Saxons chose to live in small villages which were often set up by clearing away a part of a forest.
- The Anglo-Saxons lived in family houses, which were built around a central hall where the Village Chief lived.
- The Anglo-Saxons positioned their villages near a water source, such as a river or lake, which would provide drinking water and fish.
- Some buildings were for specific purposes, such as weaving or storage.
- The Chief of the village lived in a large house in the centre of the village whilst family groups lived in smaller houses.
- Roofs were thatched and walls were made with planks of wood.

REVISION OF FREESTANDING STRUCTURES

Structures are things that are built for a purpose. Structures can be large (eg. buildings and bridges) or small (eg. chairs and tables).

- Freestanding structures are structures that can stand up without being attached to something else.
- Freestanding structures need to support their own weight and also the weight of the things/people using them.
- So that they can do this, Freestanding structures need to be well-designed: strong, rigid and stable.



Key Vocabulary

Freestanding structure	rigid	stable	stand up	support	weight	joining techniques	cut and slot	tabs	reinforce
cut	slide	holes	soft	flexible	fold	scissors	opening	flexible	building
									village

KNOWLEDGE ORGANISER



JOINING TECHNIQUES

There are many different ways to join materials such as using the following joining techniques: Flange, L Brace, folds, tie, cut and slot and tabs.

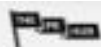
Cut and slot	Tab
• This a way to connect flat pieces together by making a cut into the side of the material (normally wood or cardboard) • Once the material has been cut, the next piece of material is slotted inside. 	• This another way to connect pieces together (normally wood or cardboard) by making 'tabs' • To make tabs, make small cuts from the bottom, heading to the middle. Each cut needs to be the same size, height and width. • The, the sections can be folded out to either create a base or to join materials together. 

MAKING HOLES

Holes can provide a way for us to create openings in models and products for a variety of purposes. This could be to create openings such as doors and windows. There are a number of ways to make holes, depending on whether the material is stiff or flexible.

- Flexible materials: Using sharp scissors, cut a small slit in the center, being careful not to cut past the marked edge of the hole.
- Rigid materials: Punch 2 or 3 holes close together to make an opening large enough to stick the scissors tip in. Cut around the marked edge of the hole.





Prior Learning

Practised and put together a performance. Performed using facial expressions. Perform with a prop.

Unit Focus

Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.

We are learning...

1. to perform a dance phrase inspired by the ocean's depths.
2. to use improvisation to create a longer movement phrase.
3. to use dynamics in a short group dance to show travelling on the ocean.
4. to perform as a class to show the damage that can be caused to the ocean.
5. to work as a group to develop a dance representing the ocean.
6. to prepare our group dance for the final performance.

Key Questions

1. How can we use improvisation to show water in different states?
2. What do group dynamics bring to a dance?
3. What does the phrase 'opposing dynamics' mean?

Equipment

Music player, scarves (optional), floor markers.

Vocabulary

Solo, duo, categories, dynamics, phrases, timings, layers, harm, pollution, zones, ocean, sea, travel, improvise.

Concepts

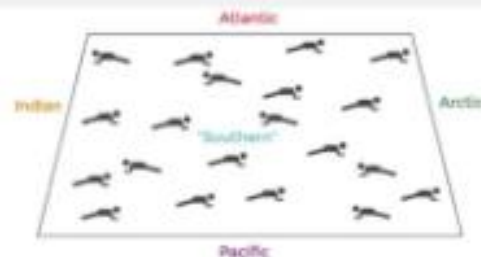
- Exploring a theme or topic in depth to bring it to life through dance.
- How solo, paired and group work can be used to different effect.

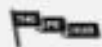
Assessment Overview

Head - Contribute ideas to the structure of the dance.

Hand - Attempt to perform with a sense of dynamics.

Heart - Can decide with others which floor patterns /pathways to follow.





Year 3 - Netball

Knowledge Organiser

Prior Learning

Experienced different types of small-sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams.

Unit Focus

Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.

We are learning...

1. to perform quick, accurate chest passes.
2. to use dodging to get free from our opponent.
3. to catch a netball.
4. to use a bounce pass to feed a goal shooter.
5. to throw for distance using a shoulder pass.
6. to collect a loose ball.

Key Questions

1. When would we use a bounce pass?
2. How can we create space?
3. What is the 1m distance rule?
4. How does netball differ from other invasion games?

Equipment

Netballs, bibs, cones, hoops, netball posts (junior height if possible).

Vocabulary

Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.

Rules

- If the ball goes off the court, a throw-in is taken by the team who didn't throw or knock the ball out of court.
- If a player breaks the rules, the umpire will give a pass or shot to the other team.

Assessment Overview

Head - Show an understanding of the role of a goal shooter.
Hand - Pass the ball in a variety of ways.
Heart - Create opportunities as a team to score.





Prior Learning

Taken part in a range of PE games and activities. Followed simple instructions and applied rules. Worked collaboratively as a pair and in a small group. Used and applied simple diagrams with pictures and symbols.

Unit Focus

Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.

We are learning...

1. to use clear communication, strength and flexibility to complete a task.
2. to work with others to complete map-reading tasks.
3. to draw and create a clear route on a map for others to follow.
4. to work with others and identify what went well and what we could do to improve.
5. to use the outside of the foot to control the ball and dribble.
6. to safely take part in trust-based activities.

Key Questions

1. What does trust mean?
2. How did you work together to decide on the layout of your station?
3. Do the symbols give us any clues as to what real-life object/area they might represent?

Equipment

Variety of ropes, hoops, bean bags, a range of sports equipment, teaching resource cards, soft balls, bibs/bands,

Vocabulary

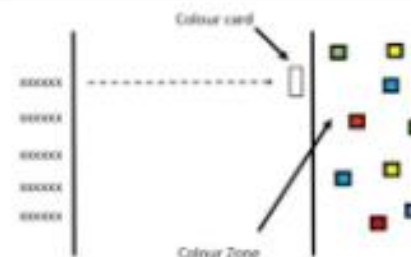
Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.

Concepts

To problem solve, you need to think through possible problems before arriving at a solution. Children should take on the point of view of every team member.

Assessment Overview

Head - Use acquired skills to create maps and directions.
Hand - Perform with strength, stamina and endurance in more physical tasks.
Heart - Can work with others to solve problems.



Year 3 - Tennis

Knowledge Organiser

Prior Learning

They are able to make it difficult for their opponent to score a point. Begun to choose specific tactics. Transferred net/wall skills. Improved agility and coordination and use in a game.

Unit Focus

To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.

We are learning...

1. to use the ready position to return a ball.
2. to hit the ball to different parts of the court using a forehand hit.
3. to perform an underarm serve to start a rally.
4. to move towards a ball to return it over the net.
5. to play cooperatively with a partner to keep the ball moving over the net.
6. to perform forehand hits to score points in a competition.

Key Questions

1. What is the role of an umpire?
2. What skills/techniques have you been using to score points against your opponent?
3. How did you try to improve your performance when playing different players?

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops.

Vocabulary

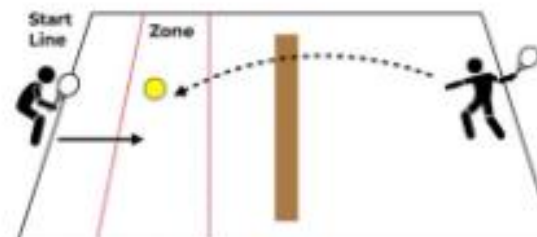
Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.

Rules

- Play rules where if the ball is hit out of the playing area, the point is awarded to the other player.
- If the ball bounces more than once on your side, the opponent gets the point (you can adapt this to two bounces if necessary).

Assessment Overview

Head - Keep Count/score of a game.
Hand - Show tennis-ready position.
Heart - Play against an opponent.





Jigsaw Knowledge and skills progression: Dreams and Goals Puzzle Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Dreams and Goals** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 7-8	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.	
	Knowledge	Social and emotional skills
	- I can tell you about a person who has faced difficult challenges and achieved success - I can identify a dream / ambition that is important to me - I enjoy facing new challenges. I'm working out the best ways need to achieve them - I am motivated and enthusiastic about achieving a new challenge - I can recognise obstacles which might hinder my achievements and can take steps to overcome them - I can evaluate my own learning process and identify how it can be better next time	- I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) - I can imagine how I will feel when I achieve my dream / ambition - I can break down a goal into a number of steps and know how others could help me to achieve it - I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge - I can manage the feelings of frustration that may arise when obstacles occur - I am confident in sharing my success with others and can store my feelings in my internal treasure chest
	Vocabulary	
	ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self-review, solution, strengths, success, team work, teamwork, wellbeing, water safety	



Jigsaw Knowledge and skills progression: Healthy Me Ages 3-11(12)

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Healthy Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 7-8	Puzzle overview: Healthy Me	
	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe - especially around water - recognising risk and who to contact in emergencies and how to do this, including the water safety code . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.	
	Knowledge	Social and emotional skills
	• I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	• I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me
	Vocabulary	
	advice, ambulance, anxious, appreciate, attitude, body, calories/kilojoules, choice, coastguard helicopter, complex, dangerous, drugs, emergency, emergency services, energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels, lungs, oxygen, police car, responsibility, risk, safe, scared, strategy, sugar, saturated fat, unsafe	