



**Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 4 2024/25**

All learning covers articles 1, 2, 23, 28 and 42.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
			<b>Maths Assessments</b>	<b>PARENT WORKSHOP</b> Moderation TBC	<b>INTRA HOUSE DATA DUE</b>	<b>Science Week – Change and Adapt</b>  <b>PARENT CONSULTATION</b> <b>ROTARY ART DUE</b> <b>GREEK SALAD</b>	
LEAD TEXT/TOPIC	<u>Modern Greece</u> <u>We're from Greece</u>	<u>Modern Greece</u> <u>We're from Greece</u>	<u>Modern Greece</u> <u>We're from Greece</u>	<u>Modern Greece</u> <u>We're from Greece</u>	<u>Modern Greece</u> <u>We're from Greece</u>	<u>Modern Greece</u> <u>We're from Greece</u>	
ENGLISH Genres  Article 29	<u>Non-Chronological Report – Information about life in Greece.</u>  To learn about Non-Chronological reports and research modern Greece.	<u>Non-Chronological Report – Information about life in Greece.</u>  To plan and write a non-chronological report about modern Greece.  <b>GREEN BOOK</b>	<u>Persuasive Writing</u>  To learn about persuasive writing, research reasons for people to go to Greece and plan a tourist leaflet.  <b>Reading Assessments</b> <b>SPAG Assessments</b>	<u>Persuasive Text – Tourist leaflet to visit Greece</u>  To make a leaflet to attract people to go to Greece.  <b>ASSESSED WRITING</b>	<u>Instructions</u>  To write instructions on how to make a Greek salad.	Science Week	



<p><b>MATHS</b> Refer to Maths Hub weekly Planning</p> <p>Article 29 &amp; 31</p>	<p><b><u>Number: Fractions (A)</u></b></p> <p>To understand the denominator of unit fractions</p> <p>To compare and order unit fractions</p> <p>To understand the numerator of non-unit fractions</p> <p>To understand the whole</p> <p>To consolidate understanding of unit fractions</p> <p>One lesson per week to include active maths</p>	<p><b><u>Number: Fractions (A)</u></b></p> <p>To compare and order non-unit fractions</p> <p>To understand fractions and scales</p> <p>To put fractions on a number line</p> <p>To put equivalent fractions on a number line</p> <p>To consolidate understanding of non-unit fractions (L1)</p> <p>One lesson per week to include active maths</p>	<p><b><u>Number: Fractions (A)</u></b></p> <p>To put equivalent fractions on a number line (L2)</p> <p>To assess arithmetic skills.</p> <p>To assess reasoning skills.</p> <p>To recognise equivalent fractions as bar models</p> <p>To consolidate understanding of fractions.</p> <p>One lesson per week to include active maths</p>	<p><b><u>Measurement: Mass and Capacity</u></b></p> <p>To use scales</p> <p>To measure mass in grams</p> <p>To measure mass and kilograms</p> <p>To recognise equivalent masses (g and kg)</p> <p>To consolidate understanding of equivalent masses.</p> <p>One lesson per week to include active maths</p>	<p><b><u>Measurement: Mass and Capacity</u></b></p> <p>To compare mass</p> <p>To add and subtract mass</p> <p>To measure capacity and volume in millilitres</p> <p>To measure capacity and volume in litres and millilitres</p> <p>To consolidate understanding of capacity and volume</p> <p>One lesson per week to include active maths</p>	<p><b><u>Measurement: Mass and Capacity</u></b></p> <p>To know equivalent capacities and volumes litres and millilitres</p> <p>To compare capacity and volume</p> <p>To add and subtract capacity and volume</p> <p>To measure ingredients for a Greek salad in grams.</p> <p><i>Science Week – Change and Adapt</i></p> <p>One lesson per week to include active maths</p>	
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**Animals, including Humans**  
**ENQUIRY 3**  
**cont...**  
**WHY DO HUMANS NEED SKELETONS? (PART 2)**

**INVESTIGATION PLANNING/ACTIVE MATHS**

Do people with the longest legs jump the furthest?

**Animals, including Humans**  
**ENQUIRY 3**  
**cont...**  
**WHY DO HUMANS NEED SKELETONS?**

<https://www.youtube.com/watch?v=5ofLFa1VSn8>  
CT to introduce vocabulary for muscles.  
Show PPT and go through PDF.

**Muscles**

The human body is made up of lots of different systems. These include the skeletal system and the muscular system, which work together to move us. The bones in the skeleton are joined by muscles to form the body's frame. The muscular system also gives structure and helps to circulate the blood.

Muscles are made up of thousands of tiny fibres, or strands, which can do an amazing job of helping people to move, stay fit and keep healthy.

**How do muscles work?**

Muscles can either be **voluntary** or **involuntary**.

**Voluntary muscles** are those that a person chooses to move. When we want to kick a ball, for example, our brain sends a message to our leg muscles telling them to move.

**Involuntary muscles** work without us having to think about it - they move by themselves. For example, the heart beats without us having to think about it.

**There are three types of muscle: skeletal, smooth and cardiac.**

**Skeletal muscles** are voluntary muscles that attach to the skin and are attached to the bones by tendons. They are attached to the bones to move the joints and hold them. They are called skeletal muscles because they are attached to the skeleton. They are also called striated muscles (light striated), meaning they have a striated appearance. The other muscle is called smooth muscle. They are attached to the organs and the internal muscles contract and the other muscle relaxes.

**Smooth muscles** are involuntary muscles that control our organs. They are in the walls of some internal organs and help them to work properly. The intestine and diaphragm are types of smooth muscle - they work involuntarily so that we don't have to think about it.

**Cardiac muscle** is the heart muscle, which makes up most of the mass of the heart. It is the most important muscle in the body to pump blood around the body. What controls all the things that our bodies need to survive? The cardiac muscle is an involuntary muscle.

Some animals have two or even three cardiac muscles, like the octopus. Some animals, such as snakes or jellyfish, don't have any cardiac muscles.

**Did You Know...?**

It is thought that there are around 333 muscles in the human body.

The strongest muscle in the human body is the jaw muscle - it is used for chewing.

The smallest muscle in the human body is the stapedius.

The longest muscle in the human body is the sartorius, which runs from the hip to the foot.

Show muscles of the body and their names.



Paired task:

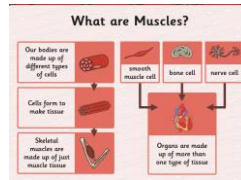
To build the skeletal system in pairs.

**Human Muscles**



**Animals, including Humans**  
**ENQUIRY 4**  
**HOW DO OUR MUSCLES WORK?**

Recap what muscles are. What are their functions? Why do we need them? Show PPT,



CT recap the terms: Muscles, voluntary, involuntary, contract, reflex.

**Voluntary and Involuntary**

Some muscle movement is voluntary and we can control it. Other muscle movement is involuntary and we don't have control over it.

Look at the pictures to the right. Which shows voluntary muscle movement and which shows involuntary?

Discuss with your partner and explain why you made your choice.

<https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zpbxb82#:~:text=Muscles%20are%20attached%20to%20bones.back%20to%20its%20normal%20size.>

Task:

Predict which muscles you will use before and after activity.

**Mighty Muscles**

Read the text and match the muscles to the pictures.

Picture	Problem (highlight the activity)	Muscle (highlight the muscle you used)
	Running	
	Lifting weights	
	Sitting at a desk	

**Animals, including Humans**  
**ENQUIRY 4**  
**HOW DO OUR MUSCLES WORK? (CONT)**

To be able to set up a comparative test.

**Simple test - Measuring muscles working in pairs**  
Get children to feel their biceps and triceps as they move their first towards their shoulder. Explain that as one contracts the other relaxes. Children could measure their biceps contracted and relaxed.  
[https://www.youtube.com/watch?v=Mk1LTbj-n\\_s](https://www.youtube.com/watch?v=Mk1LTbj-n_s)

**Modelling - Make a model of the muscles in the arm**



- Use Sellotape to tape a ball to one end of a tube of card.
- In both cards make 2 holes 5cm from the end of the card and opposite each other. Unfold a paperclip, stick through the hole (do this for both tubes)

Pass an elastic band over one of the ends of a paperclip, stretch down both tubes and attach to another paperclip. Tape over both paperclips' ends. Repeat with the other elastic band and other ends of the paperclips

**Animals, including Humans**

To understand about endangered species.

**THIS LESSON IS BEST COMPLETED WHEN PUPILS HAVE LAPTOPS TO RESEARCH.**

Today is our termly lesson on the environment. Today we will look at endangered species. CT to introduce the terms: Endangered, conservation, vulnerable. Show PPT Show link to discover 5 British endangered animals.  
<https://www.bbc.co.uk/bitesize/articles/z7qn92p>

<https://www.bing.com/videos/search?q=endangered+animals+youtube&docid=607992534573910279&mid=347EBE99916B6F089B95347EBE99916B6F089B95&view=detail&FORM=VIRE>

**Why Are Species Endangered?**

These species are endangered for different reasons. Can you think why? Click on each animal to reveal more information.



**What Is Being Done to Protect Endangered Animals?**



Discover: Study the species:
 

- Where does it live?
- What are the dangers?
- How many individuals are there in the wild?

TASK:

Choose an animal that is endangered from the pack. Some of them weren't discussed in the PPT. Research information to complete the fact file on your chosen animal.

SCIENCE WEEK Activities TBC

TOPIC LINKED EXPERIMENT?

Science Refer to the Kent Scheme of Work unit plans

(RRSA Right 12)

(RRSA Right 24)



## (PART 2)

To be able to record data.  
CT to recap the learning from last week.  
Do people with the longest legs jump the furthest? Remind ourselves on the planning from last week.

EXPERIMENT/ACTIVE MATHS- Show pupils the sheet they will need to record their results and model how to complete it.  
**OUTSIDE LEARNING OPPORTUNITY**

**CAN PEOPLE WITH LONGER LEGS JUMP FURTHER?**

PREDICTION: \_\_\_\_\_

PERSON	LEG LENGTH (cm)	JUMP 1	JUMP 2	JUMP 3

EVALUATION: \_\_\_\_\_

What have you discovered?  
Did your results match your predictions?

### Science Investigation Conclusion

What have you found out?

Create a scientific Bar chart to represent and interpret data.

## Task:

### Describing How Muscles Work

Part 1  
Draw a diagram of the upper and lower limbs, including the bones and muscles. Label your picture using some of the words in the word bank.

Hint: explain how the bones and muscles work, using the word bank to help you.  
Challenge: Can you try to use all the words from the word bank?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word Bank				
muscle	bone	finger	elbow	hand
arm	joint	hand	leg	lower
limb	arm	leg	muscle	bone

### Describing How Muscles Work

Part 2  
Complete this table about types of muscles using the missing words and phrases from the word bank below. Some words are repeated more than once - you can reuse them and to word bank or you use them.

Type of muscle	Voluntary / involuntary	Example of muscle	A job of the muscle
smooth			
		heart	helps to digest food
	voluntary		raises leg to help kick a ball

Word Bank			
arterial	helps us to breathe	arm muscle	involuntary
intestine	to raise hand in the air	diaphragm	diaphragm
involuntary	pumps blood around our bodies	leg muscle	smooth
smooth	involuntary	voluntary	

4 Tape the top elastic band on to the 'forearm' tube, about 5 cm from the ball.


**Comparative test - Measure who has the quickest reaction times**  
Children must decide on how they could find out the reaction times of different children. They could, for instance, measure how much of a ruler pass through their hand when it is dropped from just above their open fist.

## Endangered Animals


Use the Internet and non-fiction books to research the below endangered animals.

Animal	Where
Galapagos Penguin	

What it looks like



Distribution



Approximate numbers remaining in the wild

1000
2000
3000
4000
5000
6000
7000
8000
9000
10000

Make the map to represent where the endangered animal can be found

Make the graph to represent the numbers remaining in the wild

Factors which have led to the animal becoming endangered



**HISTORY**  
**Article 29**

**L.I. To understand how the Olympics began.**

**What are the Olympic games?**

As a class discuss what the Olympics are and why they are important.

Go through PowerPoint about the origins of the Olympics.

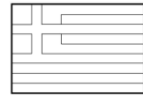


Look at the similarities and differences of modern and ancient Olympic events. Children to sort events accordingly.

**L.I: To assess what we know about modern Greece.**

Children to complete front cover.

**Modern Greece**

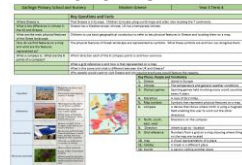


**What do you know about Greece?**

Children to complete KWL grid.

KWL Grid- Greece		
What I Know	What I Want to Know	What I Learned

**GLUE IN AND DISCUSS KNOWLEDGE ORGANISER.**



Glue in and discuss vocabulary for the term.

**L.I: To review the learning.**

Go through your KWL grids and assess what you have learnt during the topic on Modern Greece. Recap the learning intentions from the knowledge organiser and assess if these have been met.



L.I: To be able to locate the main features of Greece.

**Where is Greece?**  
CT offer various resources to locate Greece.



Pg 5 of booklet



Follow up to slide 10 of PPT.

**Which continent is Greece?**

CT to discuss Continents, seas and oceans, equator, Northern and Southern Hemisphere.

Children to use maps and atlases and fact file to answer questions about the location of Greece in the world.

TASK: label key features of Greece.

**Labelling Greece**

Can you use the word bank provided to label the map below? You will need to label the capital city of Greece, some of the larger Greek islands, and the surrounding countries.

Athens	Albania	North Macedonia	Turkey	Bulgaria	Crete
Rhodes	Zakynthos	Adriatic	Corfu	London	



L.I: To be able to compare the climate of Greece and England.

**What is the difference in climate between the UK and Greece?**

Children to discuss similarities and differences between climate and draw a bar graph of rainfall in both countries



**What is the weather like in Greece?**  
Most people consider Greece to be a summer holiday destination, although there are also popular ski resorts in the mountainous regions to the north of Athens. Greece has hot, dry summers and mild, rainy winters. Because of the sunny climate, more than 25 million tourists visit Greece each year!

To know and be able to use 8 points of a compass

**What is a compass?**

**What are the 8 points of a compass?**

To be able to use grid references to locate places on a map.

To begin to understand why people choose to visit Greece.

Children to create a tourist brochure to encourage people to visit Greece



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**GEOGRAPHY**

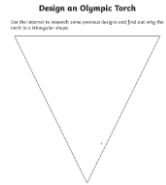
**Article 29**



<p style="text-align: center;"><b>COMPUTING</b></p> <p style="text-align: center;"><a href="#">Article 16, 17 &amp; 29</a></p>	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>PURPLE MASH-3.8 Graphing</b> 2Graph</p> <p><b>L.I: To enter data into a graph and answer questions.</b></p> <p style="text-align: center;"><b>Productivity</b> Data collecting Data handling Charts and graphs</p>	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>PURPLE MASH-3.8 Graphing</b> 2Graph</p> <p><b>L.I: To present the results in graphic form.</b></p> <p style="text-align: center;"><b>Productivity</b> Data collecting Data handling Charts and graphs</p>	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>PURPLE MASH-3.3 spreadsheets</b> 2Calculate</p> <p><b>L.I: To add and edit data in a table layout.</b></p> <p style="text-align: center;"><b>Productivity</b> Data collecting Data handling Charts and graphs</p>	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>PURPLE MASH-3.3 spreadsheets</b> 2Calculate</p> <p><b>L.I: To introduce the more than, less than and equal tools.</b></p> <p><b>To introduce the spin tool and show how it can be used to count times tables.</b></p> <p style="text-align: center;"><b>Productivity</b> Data collecting Data handling Charts and graphs</p>	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>PURPLE MASH-3.3 spreadsheets</b> 2Calculate</p> <p><b>L.I: To learn about describing cells using their addresses.</b></p> <p style="text-align: center;"><b>Productivity</b> Data collecting Data handling Charts and graphs</p>	<p style="text-align: center;">SCIENCE WEEK LINKS</p>	
<p style="text-align: center;"><b>ART &amp; DESIGN</b></p> <p style="text-align: center;"><a href="#">Article 29</a></p>	<p><b>To be able to design and make an Olympic torch.</b></p> <p>Show pupils images of Olympic torch designs from past events. Children to design an Olympic torch for their country of choice.</p> <p>ADDITIONAL ACTIVITY</p> <p><b>To follow instructions to create an Olympic crown.</b></p> <p>Children to follow instructions provided to make a leaf crown from Ancient Greece.</p>		<p><b>make an Olympic torch.</b></p>	<p>To be able to analyse and discuss detailed paintings.</p> <p>Look at paintings of Theophilos and their style.</p>	<p>To be able to use a range of techniques to create a detailed landscape painting.</p> <p>Do a landscape painting of a Greek island scene in the style of Theophilos.</p>	<p>To be able to use different shading techniques.</p> <p>Children will draw and shade a picture of a simple island showing main features.</p>	



To be able to design and make an Olympic torch.



Remember to think about what the Olympic torch is for and to ensure that you can use the torch to light the cauldron of your Olympic torch. What the torch is like is what the torch is made of.

Olympic Torch Dot to Dot Activity  
Join the dots to complete the Olympic Torch



Children to follow instructions provided to make a leaf crown and Olympic torch from Ancient Greece.

**DESIGN TECHNOLOGY**

**Article 29**

**Parent afternoon**  
Thursday 20.3.25  
Olympic torches, crowns and crafts  
1.45-3

**PROJETCS ON A PAGE**

A healthy and varied diet.

Design a Greek salad-planning stage.  
*Which ingredients will you choose? Why? Who is your product for?*

- Generate ideas and develop design criteria for an appealing product for a user and purpose.
- Plan the main recipe- listing the ingredients, utensils and equipment.
- Select from a range of ingredients to make appropriate food products.
- Carry out and record evaluations of a variety of ingredients and products.
- Know a range of appropriate ingredients and where they are grown, reared or caught.

**PROJETCS ON A PAGE**

A healthy and varied diet.


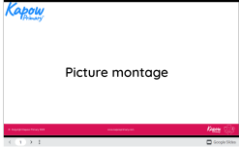
Design and create a traditional Greek salad.





<p><b>MUSIC</b> Refer to Music Express Scheme of work for lesson plans.  <b>Article 29</b></p>	<p>Human body- Music express</p>	<p>FRENCH</p>	<p>Human body- Music express</p>	<p>FRENCH</p>	<p>Human body- Music express</p>	<p>FRENCH</p>	
<p><b>PE</b>  <b>TRI GOLF</b></p>	<p><b>PE</b>  <u>L.I-</u>I understand How to Use Golf equipment and have a better understanding of Putting. <b>Roll a cone/Hit a cone</b></p>	<p><b>PE</b>  <u>L.I-</u>I am able to use perseverance when aiming at a target. <b>Dominoes/Finders Keepers</b></p>	<p><b>PE</b>  <u>L.I-</u>I understand how to use golf equipment and have a better understanding of Chipping. <b>Chipping/Chipping over a bench</b></p>	<p><b>PE</b>  <u>L.I-</u>I am able to use Perseverance when aiming at a target. <b>Grand national/Into a hoop</b></p>	<p><b>PE</b>  <u>L.I-</u>I Can use Aspiration when competing against myself and others <b>Putting intra</b></p>	<p><b>PE</b>  <u>L.I-</u>I Can use Aspiration when competing against myself and others <b>Chipping Intra</b></p>	
<p><b>PE</b>  <b>RACKETS</b> <b>Please note weeks may change weather dependent</b></p>	<p><b>L.I-</b>To understand and practise some of the fundamental skills of net and wall sports (tennis, squash, badminton)</p>	<p><b>L.I-</b>To hit a ball with accuracy using the forehand technique</p>	<p><b>L.I-</b>To be able to play a backhand stroke with control and accuracy</p>	<p><b>L.I-</b>To learn and develop the use of a volley shot in net and wall sports</p>	<p><b>L.I-</b>To learn attacking and defensive tactics in net and wall sports</p>	<p><b>L.I-</b>To combine move hand and shot knowledge in a game of tennis, modified squash, and badminton</p>	
<p><b>RE</b> Refer to Key Question Scheme of work for lesson plans  <b>Article 2, 12, 14, 29 &amp; 30</b></p>	<p><b>Why are festivals important to religious communities?</b>  <b>LI:</b> To explore ideas about celebrating and remembering.  <b>What is worth celebrating?</b></p>	<p><b>Why are festivals important to religious communities?</b>  <b>LI:</b> To understand why Easter is important to Christians.  <b>What do Christians celebrate at Easter?</b></p>	<p><b>Why are festivals important to religious communities?</b>  <b>LI:</b> To understand what the last supper is.  <b>What was the meaning of Jesus' last meal with his friends?</b></p>	<p><b>Why are festivals important to religious communities?</b>  <b>LI:</b> To understand what the crucifixion is.  <b>What does the crucifixion of Jesus mean to Christians?</b></p>	<p><b>Why are festivals important to religious communities?</b>  <b>LI:</b> To understand what Christians believe happened on Easter morning.  <b>What do Christians believed happened on Easter morning?</b></p>	<p><b>Why are festivals important to religious communities?</b>  <b>LI:</b> To understand why Diwali is important to Hindu people.  <b>Why is Diwali significant to Hindus?.</b></p>	<p><b>L7-9 to continue into term 5.</b></p>



<p>PSHE</p> <p>Article 9, 12, 24, 25, 27, 29 &amp; 30</p>	<p><b>FAMILY AND RELATIONSHIPS</b>  <b>L1 – Healthy families.</b>  L.I: To understand that families love and support each other but sometimes problems occur but help is available if needed.  <a href="https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-1-healthy-families/">https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-1-healthy-families/</a></p> <p><b>KEY QUESTIONS:</b>  What do I do for my family?  What does my family do for me?</p>	<p><b>FAMILY AND RELATIONSHIPS</b>  <b>L2 – Friendship conflicts</b>  L.I: To understand that friendships have ups and downs and that problems can be resolved.  <a href="https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-2/friendship-conflict-2/">https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-2/friendship-conflict-2/</a></p> <p><b>KEY QUESTIONS:</b>  What are our top tips for solving friendship problems?  When should we speak to another adult about a problem?</p>	<p><b>FAMILY AND RELATIONSHIPS</b>  <b>L3 – Friendship conflicts versus bullying.</b>  L.I: To begin to understand the impact of bullying.  <a href="https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-3/friendship-conflict-v-bullying/">https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-3/friendship-conflict-v-bullying/</a></p> <p><b>KEY QUESTIONS:</b>  What happens about bullying in our school?</p> <p>CBBC Lara's bullying story  <a href="https://video.link/w/EC09">https://video.link/w/EC09</a></p>	<p><b>FAMILY AND RELATIONSHIPS</b>  <b>L4 – Effective communication.</b>  L.I; To listen and communicate effectively.  <a href="https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-4-effective-communication-2/">https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-4-effective-communication-2/</a></p> <p><b>KEY QUESTIONS:</b>  What does being a good listener involve?</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zmk8mp3">https://www.bbc.co.uk/bitesize/clips/zmk8mp3</a></p> <p>Being a good listener presentation:</p> 	<p><b>FAMILY AND RELATIONSHIPS</b>  <b>L5 – Learning who to trust.</b>  L.I: To understand why trust is an important part of a positive relationship.  <a href="https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-5-learning-who-to-trust/">https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/lesson-5-learning-who-to-trust/</a></p> <p><b>KEY QUESTIONS:</b>  What can we do if someone breaks our trust?  What can we do if we are not sure whether to trust someone?</p>	<p><b>FAMILY AND RELATIONSHIPS</b>  <b>L6 – Respecting differences in others.</b>  L.I: To begin to understand the differences between people and why it is important to respect these differences.  <a href="https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/respecting-differences/">https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/family-and-relationships/respecting-differences/</a></p> <p><b>KEY QUESTIONS:</b>  How should we treat people who are different to us?</p> 	<p>L7 and 8 to be continued into term 5.</p>
<p>PMFL</p>	<p>Core unit 2</p>	<p>Core unit 2</p>	<p>Core unit 2</p>	<p>Core unit 2</p>	<p>Core unit 2</p>	<p>Core unit 2</p>	<p>Core unit 2</p>

LOTG to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning