

Key Stage 2 Curriculum Map Year A Autumn 1

Ramsey/Kelso/Hyde Year A Autumn 1			
English Fiction Associated grammar Non fiction Associated AP sentence	Once and Future King-TH White 3 weeks Entertain: Extended narrative – using story as a frame for own stories (e.g. further adventures for Knights of the Round Table). Discuss: Character study of one character showing understanding of character and motivations. Personal responses to the story showing understanding of ideas, language and themes. Use of expanded noun phrases to convey complicated information concisely Differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)		
	Non fiction-balanced argument on town v country Some/others sentences		
Maths	<p>Year 5 Number – Number and place value, • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100,1000 Addition and subtraction • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes • identify 3-D shapes, including cubes and other cuboids, from 2-D representations Multiplication and division • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 Fractions • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities * • practise counting forwards and backwards in simple fractions * • recognise and describe linear number sequences, including those involving fractions, and find the term-to-term rule *Geometry – Position and direction • identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed</p> <p>Year 6, Number and place value • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • solve number and practical problems that involve all of the above Addition and subtraction • perform mental calculations, including with large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Geometry – Properties of shapes • recognise, describe and build simple 3-D shapes, including making nets Multiplication and division • practise multiplication for larger numbers, using the formal written methods of short and long multiplication * • perform mental calculations, including with large numbers • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations Fractions • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions Geometry – Position and direction • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Local Land uses – town & country	Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Gather information, Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements Sketching-Evaluate their sketch against set criteria and	Land use study of the local area, including village/countryside and town, using aerial maps, OS maps and local land use surveys

		improve it, Use sketches as evidence in an investigation. select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns	
Science- Evolution and Inheritance	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	identify scientific evidence that has been used to support or refute ideas or arguments report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.
R.E	God – Christianity UC 2b.1 (core) What does it mean if God is loving and holy?	PUPILS WILL KNOW THAT: • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
Music 5.1 Our Community	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, develop an understanding of the history of music.	Sing/play with increased control, expression, fluency and confidence. Sing with clear diction, a sense of phrase and musical expression. Control breathing, posture and sound projection. Breathe in agreed places to identify phrases. Recognise structures in known songs (identify repeated phrases) Sing a round in two parts - identify the melodic phrases and how they fit together Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies	Musical focus: Performance Subject link: History The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.
Art Paula Hallam-local artist in pastels	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour) and local artists (Paula Hallam) Select own images and starting points for work Develop artistic/visual vocabulary when talking	Explore the work of Paula Hallam and use her work as the impetus for their own landscape pictures in pastels

		about own work and that of others. Begin to explore possibilities, using and combining different styles and techniques	
Computing 5.1 we are game developers	To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works. Pupils create a computer game, using a graphical language such as Scratch or Kodu Extension – Pupils learn to use and program a raspberry pi to complete a basic task	create original artwork and sound for a game design and create a computer program for a computer game, which uses sequence, selection, repetition and variables detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.
MFL 5.1 Salut Gustave	listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Listen attentively and understand more complex phrases and sentences Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language	To ask & talk about brothers and sisters To say what people have & don't have (avoir) To say what people are like (être)
PE	Play competitive sports modified where appropriate and apply basic principles suitable for attacking and defending	Develop techniques of a variety of skills to maximise team effectiveness Use tactics when attacking or defending Apply rules of fair play to competitive games	Netball and tag rugby
PSHE/RE	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R7. that their actions affect themselves and others R19 that two people who care for each other can be in a committed relationship but not married	Yr 5/6 Lessons R4, R5, R6, R7, R19

Sempringham/Lindisfarne/Phoenix Year A Autumn I

<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Wind in the Willows Entertain: Narrative- writing a missing chapter or ‘further adventures’ of one character (e.g. Mr Toad). Playscript- retelling a story as a playscript (and then performing it). Poem- a poem about one character from the story. Describe: Detailed description of one setting from a text (e.g. The Wild Wood or the fair). Discuss: Character study of one character showing understanding of story and themes. Use of inverted commas to punctuate direct speech Fronted adverbials (e.g. Later that day, I heard the bad news.) Use of commas after fronted adverbials</p> <p>Non fiction-explanation text on river formation Noun/who/which sentence</p>		
<p>Maths</p>	<p>Year 4 Number – Number and place value • find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency *• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry Number – Number and place value • count in multiples of 6 and 9 Number – Multiplication and division • recall multiplication and division facts for multiplication tables up to 12 × 12 • recognise and use factor pairs and commutativity in mental calculations Fractions • recognise and show, using diagrams, families of common equivalent fractions • understand the relation between non-unit fractions and multiplication and division of quantities * Geometry – Position and direction • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon Year 5 Number – Number and place value, • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100,1000 Addition and subtraction • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Geometry – Properties of shapes • identify 3-D shapes, including cubes and other cuboids, from 2-D representations Multiplication and division• multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 Fractions • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities * • practise counting forwards and backwards in simple fractions *• recognise and describe linear number sequences, including those involving fractions, and find the term-to-term rule *Geometry – Position and direction • identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed</p>		
<p>Topic theme Rivers</p>	<p>Key knowledge Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Key skills Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology</p>	<p>Key content/vocabulary Study of the formation and development of river systems including a field trip</p>
<p>Science-Plants</p>	<p>describe the life process of reproduction in some plants and animals.</p>	<p>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p>

R.E	Pilgrimage for Christians and Hindus	<p>Pilgrimage as a significant journey carried out for a special reason. Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc.) Christianity: explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem; possibility of including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers; key features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage</p> <p>Hinduism: the Kumbh Mela – a festival celebrated at four times over the course of twelve years at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days and involves upwards of 60 million pilgrims; the impact of this on the rivers and the local environment. The impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it</p>	<p>What is a pilgrimage? What does pilgrimage involve? Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage</p>
<p>Music 4.1 Poetry 4.2 Environment</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •improvise and compose music for a range of purposes using the inter-related dimension of music •listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations 	<p>Devise rhythmic, melodic and harmonic accompaniments Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects</p>	<p>Looking at music notation with reference to metre and accent • Building an extended performance piece from a poem • Using canon and ostinati as accompaniments • Paying attention to notation, accent, diminuendo and balance Exploring combinations of different timbres to accompany a song • Learning how to accompany a song with drone and ostinato on tuned percussion</p>
<p>Art/dt Design, build and evaluate a bridge construction</p>	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Identify the strengths and weaknesses of their ideas and products, Consider the views of others, including intended users, to improve their work. Refer back to their design criteria as they design and make Use their design criteria to evaluate their completed products</p>	<p>Make a model bridge strong enough to carry a toy car across a 50cm wide “river”</p>
<p>Computing 4.1 we are software developers</p>	<p>use sequence, selection and repetition in programs</p>	<p>Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint</p>	<p>develop an educational computer game using selection and repetition understand and use variables start to debug computer programs recognise the importance of user interface design, including consideration of input and output.</p>

<p>MFL 4.1 Encore</p>	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story</p>	<p>To revise ways of describing people To describe somebody's nationality To describe people using various adjectives</p>
<p>PE</p>	<p>Play competitive sports applying attacking and defending skills</p>	<p>Work well as a team in competitive games Develop techniques of a variety of skills Develop an understanding of fair play Use tactics when attacking and defending</p>	<p>Football and hockey</p>
<p>PSHE/RE</p>	<p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p>	<p>Year 3/4 Lessons R4, R5</p>

Fountains/central Year A Autumn I

English Fiction Associated grammar Non fiction Associated AP sentence

Myths from around the World
 Entertain: Extended narrative- retelling the story as first-person narrative, with own adventures.
 Letters- letters from characters in the stories to one another (Penelope or Telemachus to Odysseus).
 Describe: Detailed description of one setting from a text (The Island of the Lotus Eaters or the City of Troy).
 Inform: A short non-fiction text about a country or time in history from one of the books studied.
 Inverted commas to punctuate direct speech
 Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of)
The Last Polar Bears
 Entertain: Extended narrative- story using structure of the book studied (a quest such as The Fireworkmaker’s Daughter or a story within a story in Clockwork).
 Diary- a character’s diary telling the story from their point of view (e.g. Lila or Roo).
 Letters- narrative told as series of letters from characters in the stories (as Grandfather does in The Last Polar Bears).
 Describe: Detailed description of one character from a text (e.g. Lila or Doctor Kalmenius).
 Inverted commas to punctuate direct speech
 Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of)

Non fiction-explanation text on geographical features of a chosen country
 Noun/who/which sentence

Maths

Year 3 Number – Number and place value, • recognise the place value of each digit in a three-digit number (hundreds, tens, ones)• compare and order numbers up to 1000• read and write numbers up to 1000 in numerals• solve number problems and practical problems involving these ideas, Addition and subtraction• practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. • add and subtract numbers mentally, including:– a three-digit number and ones– a three-digit number and tens
 Geometry – Properties of shapes • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them, Number – Number and place value • find 10 more or less than a given number
 Number – Multiplication and division • recall and use multiplication and division facts for the 3 multiplication table • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects, Fractions • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • add fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]• solve problems that involve all of the above. Measurement (mass) • measure, compare, add and subtract mass (kg/g)

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Climates	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Pupils should be taught to: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,	They describe and compare physical and human features of different localities and offer explanations for the location of some of those features.	Use of atlases to identify key features of the world, significant countries and continents, locate specific climate zones and identify the reasons for them and the vegetation types that result from them
Science- Light	Light	use results to draw simple conclusions, make predictions for new values, suggest improvements	Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing

	Can recognise that they need light in order to see things and that dark is the absence of light. Can notice that light is reflected from surfaces. Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Can recognise that shadows are formed when the light from a light source is blocked by a solid object. Can find patterns in the way that the size of shadows change.	and raise further questions	mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.
R.E	Compulsory Unit God, Hinduism	Hinduism as an umbrella term for a collection of religious expressions. Some Hindus describe it as Sanatana Dharma (the 'eternal duty') Hinduism is a monotheistic religion (belief in one ultimate reality) Brahman, the ultimate reality, the life force in all things. Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality). The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation. Other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh. Atman (the soul) – the bit of the ultimate reality in all living things. The atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) The goal is for the atman to break free from this cycle of life (moksha). Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha. Stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life	How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?
Music 3.1 Environment,	improvise and compose music for a range of purposes using the inter-related dimensions of music	Keep in time with a steady pulse when playing Instruments, Perform a repeated pattern to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect	The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.

Art/DT Natural art	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Use the work of artists to replicate ideas or inspire own work e.g. Look at the work Goldsworthy (transitional art) and Van Gogh (sunflowers/cool and warm)	Create art that reflects nature, using both natural and traditional materials
Computing3.1 We are programmers	design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts ,use sequence, selection and repetition in programs, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon	create an algorithm for an animated scene in the form of a storyboard, write a program in Scratch to create the animation , correct mistakes in their animation programs.
MFL 3.1 Bonjour	speak in sentences, using familiar vocabulary, phrases and basic language structures, develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Ask and answer simple questions with correct intonation Remember a sequence of spoken words Speak clearly and confidently Initiate a conversation when working with a partner	To greet and say goodbye to someone (PM 1.1 & 1.14) To ask someone's name & say your own (PM 1 .3) To ask how someone is & respond to same (PM 1.2) question (PM 1.1) To learn some basic nouns To count numbers 1-10 (PM 1.4)
PE	Play competitive sports applying attacking and defending skills	Practice skills in isolation and combination Work well as a team in competitive games Apply basic principles of attacking and defending	Basic catching, throwing, defending and attacking
PSHE/RE	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support	Yr 3 Lessons R1,R2, R3