

## Year 3 Long Term Overview

Autumn Stone Age/Egyptians	Spring Romans	Summer Anglo Saxons/ Vikings
<ul style="list-style-type: none"> <li>• Money (could link with chocolate topic- see onelife ppt) <ul style="list-style-type: none"> <li>-Demonstrate how to look after and save money</li> <li>-Aware of the role money plays in their own and others' lives</li> <li>-How to manage money (budgeting)</li> <li>-Being a 'critical consumer'- definition and discussing how you can be one briefly.</li> <li>-Link with neighbourhood life and budgeting for building a home and how a new home becomes part of a community, knowing what a community is.</li> </ul> </li> <li>• Jobs <ul style="list-style-type: none"> <li>-Name a range of jobs and understand the skills that are needed and how they can develop, further their skills.</li> <li>-Begin to discuss the different jobs they would like to carry out when they are older and use a spider web to annotate what skills they'd need.</li> </ul> </li> <li>• OPERATION ENCOMPASS (ONLY USE LESSON 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing: <ul style="list-style-type: none"> <li>-Identify things that can affect how people think/feel</li> <li>-Including transitions and life events: separation, illnesses (short-long term) and bereavement.</li> <li>-Recognise their own worth and also to identify ways to face new challenges.</li> <li>-To face new challenges</li> </ul> </li> <li>• Relationships/friendships <ul style="list-style-type: none"> <li>-Knowing the difference between the two</li> <li>-Knowing who to trust and not to trust</li> <li>-Knowing the characteristics of friendships: mutual respect, truthfulness, trustworthiness and common/shared interests</li> <li>-Understanding that friendships may have their ups and downs but that more often than not, those get resolved</li> <li>-Recognise that when friendships are fragile, not to make that person feel isolated or lonely</li> <li>-Recognising when a relationship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Healthy life styles <ul style="list-style-type: none"> <li>-Know the basic ways to develop a healthy life style: emotionally, mentally and physically</li> <li>-Understand healthy eating habits and healthier choices and influences</li> <li>-Recognise risks (good and bad).</li> <li>-Why it is important to take risks to develop your growth mind-set</li> <li>-Decide how to behave appropriately e.g. road safety.</li> </ul> </li> <li>• First aid <ul style="list-style-type: none"> <li>-Can confidently identify the number to call in an emergency</li> <li>-Are able to identify their postcode with increasing confidence, moving away from the postcode song but can still refer to it</li> <li>- Can begin to mimic a conversation with the emergency services based on some scenarios</li> <li>-Are able to discuss with increasing confidence, how to clean and dress a cut/graze</li> <li>-Are able to develop their skills in dressing a head injury</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>Consent</li> <li>-pressure and how to use an assertive voice (Kidsafe link)</li> </ul>	<p>isn't quite right</p> <ul style="list-style-type: none"> <li>-Understanding the term peer pressure and who you can go to for help</li> </ul>	
Kidsafe	<ul style="list-style-type: none"> <li>Bullying</li> <li>-Can identify the different types of bullying and know how to respond to bullying</li> <li>Similarities and differences/tolerance and acceptance</li> </ul> <p><b>(The Crocodile Who Didn't Like Water)</b></p> <ul style="list-style-type: none"> <li>-Aware that similarities and differences arise from a number of factors: disability and cultural</li> <li>-Aware that negative behaviours such as stereotyping and the consequences of this type of behaviour e.g. bullying and discrimination on individuals</li> </ul>	<ul style="list-style-type: none"> <li>Environmental/news-based project/discussion</li> <li>-Discuss a current topical news event. Carry out work surrounding this.</li> <li>-Discuss how we as individuals can improve and harm our local and wider development, as can the wider world. Think about sustainability briefly.</li> </ul>

### PSHCE objectives that are being taught cross curricular:

#### Autumn: Stone Age and Egyptians

- Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (Geography-recycling) (literacy-link with eco warriors).

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- Aware of similarities and differences in relation to religion/beliefs and culture and can describe them (RE-Hinduism. Compare with Christianity and Judaism).

### Spring: Romans

- Understand some basic facts about democracy (link to local and national).
- Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made by two people who love each other and want to spend their lives together (RE).

### Summer: Anglo Saxons and Vikings

- With support, research, discuss and debate topical issues (Settlements)
- Aware that similarities and differences arise from a number of factors: ethnic, racial, religion, cultural etc (Hinduism topic).
- With support, can identify commonly available drugs/substances that are legal and illegal, describe some of their effects and risks and understand how to manage the risks in different situations (Animals including humans).
- Express simple ideas, with support, about how to develop healthy life styles: physically, emotionally and mentally (Animals including humans).