

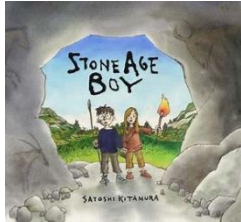
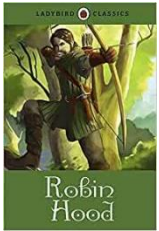
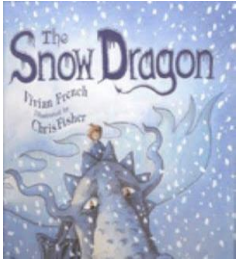

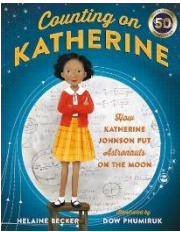
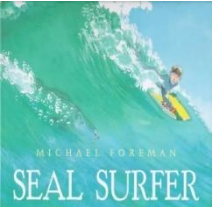



Guilden Sutton Church of England Primary School

*Love and Justice for All*

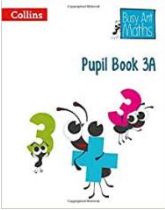
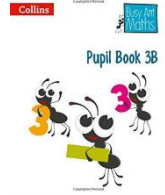
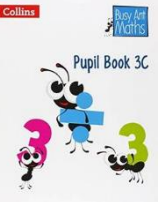


**Year 3 Curriculum Progression Map**

**Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p><b>Stone Age Boy</b> Satoshi Kitamura</p> 	<p><b>Robin Hood</b></p> 	<p><b>The Snow Dragon</b> Vivian French</p>  	<p><b>World Book Day</b> <b>Counting on Katherine</b> Helaine Becker</p> 	<p><b>Seal Surfer</b> Michael Foreman</p> 	<p><b>The Silence Seeker</b> Ben Morley</p> 
Focus Genre	<ul style="list-style-type: none"> <li>• Narrative – story ending</li> <li>• Diary-narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Adverts-persuasive writing</li> <li>• Letter</li> <li>• Poetry-repeating poems</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Newspaper report</li> <li>• Poetry-acrostics</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Diary-recount</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative-letter</li> <li>• Poetry-shape poems</li> <li>• Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Speech writing-persuasion</li> <li>• Narrative-story from a different perspective</li> </ul>
Other Genre	<ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Instructions (science)</li> <li>• Non-chronological report (history)</li> </ul>	<ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> </ul>	<ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Biography</li> <li>• News report</li> <li>• Letter/postcard (geography)</li> </ul>	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Setting description</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological report (history)</li> <li>• Instructions (history)</li> <li>• Setting description</li> </ul>
SPaG	<ul style="list-style-type: none"> <li>• Identification and use of verbs (synonyms)</li> <li>• Identification and use of adverbs and adverbial phrases</li> </ul>		<ul style="list-style-type: none"> <li>• Apostrophes for omission and possession</li> <li>• Formation of nouns using a range of prefixes</li> <li>• Use of a or an for nouns</li> </ul>		<ul style="list-style-type: none"> <li>• Present perfect form of verbs</li> <li>• Subordinate clauses</li> </ul>	

	<ul style="list-style-type: none"> <li>• Past tense verb endings</li> <li>• Use of commas in a list</li> <li>• Noun phrases</li> <li>• Prepositions</li> <li>• Questions and statements punctuation</li> <li>• Noun phrases</li> <li>• Conjunctions-because, but, however</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions to express time, place and cause</li> <li>• Use of inverted commas to punctuate speech</li> <li>• Revision and application of learned punctuation</li> <li>• Verbs and adverbs</li> <li>• Expanded noun phrases</li> <li>• Writing in first and third person</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas to demarcate clauses and adverbials</li> <li>• Use of paragraphs to group related material</li> <li>• Conjunctions to express time, place and cause</li> <li>• Fronted adverbials</li> <li>• Past/present progressive forms of verbs</li> <li>• Conjunctions-while, as</li> </ul>			
<b>Spellings</b>	<b>Pathways to Spell</b>					
<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2)</li> <li>• Adding -ing, -ed to a root word ending in y (Y2)</li> <li>• Adding -ing, -ed to words ending in e (Y2)</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• The suffix -ly (added straight on to most root</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Adding -es to nouns and verbs ending in -y</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• More prefixes: dis-, mis-, in-, re-</li> <li>• More prefixes: sub-, inter-, super-</li> <li>• More prefixes: anti-, auto-</li> <li>• Use the forms a or an according to whether the next word begins with a consonant or a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Contractions (Y2)</li> <li>• The /ʌ/ spelt ou</li> <li>• Word families based on common words</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)</li> <li>• Endings which sound like /zən/, spelt as -sion</li> <li>• The possessive apostrophe (singular nouns) (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• The /ɪ/ sound spelt y elsewhere than at the end of words</li> <li>• Word families based on common words</li> <li>• Contractions (Y2)</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	




	words and root word ending in -y with a consonant letter before it) <ul style="list-style-type: none"> <li>The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)</li> </ul>					
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<b>Maths</b>   	<b>Busy Ant Maths</b>	<b>Busy Ant Maths</b> 	<b>Busy Ant Maths</b> 
	<b>Unit 1</b> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Multiplication and Division, Number and Place Value</li> <li>Fractions</li> <li>Measurement (mass)</li> </ul> <b>Unit 3</b> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Multiplication and Division-4x</li> <li>Multiplication and Division-8x</li> <li>Measurement (time)</li> </ul>	<b>Unit 5</b> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction (money)</li> </ul> <b>Unit 6</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (length and perimeter)</li> </ul> <b>Unit 7</b> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Addition and Subtraction (money)</li> <li>Statistics</li> </ul> <b>Unit 8</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (perimeter)</li> </ul>	<b>Unit 9</b> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <b>Unit 10</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (volume and capacity)</li> </ul> <b>Unit 11</b> <ul style="list-style-type: none"> <li>Addition and Subtraction (including measurement – money)</li> <li>Addition and Subtraction</li> <li>Measurement (time)</li> </ul> <b>Unit 12</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Multiplication and Division</li> <li>Statistics</li> </ul>


**Key Vocabulary**  
**Number and place value:** ascending, descending, 10 or 100 more, 10 or 100 less, hundreds  
**Addition and subtraction:** column addition, column subtraction, exchange, estimate  
**Multiplication and division:** exchange, mathematical statements, missing number problems, integer scaling problems, correspondence problems, derived facts  
**Fractions, decimals and percentages:** tenths


**Measurement:** millimetre (mm), perimeter, analogue clock, roman numerals, 12-hour clock, 24-hour clock, a.m./p.m., noon, midnight, leap year, digital  
**Geometry:** right-angle triangle, heptagon, octagon, polygon, properties, prism, orientations, angles, acute angle, obtuse angle, turn, right angles, half turn, three quarters of a turn, greater than right angle, less than right angle, horizontal lines, vertical lines, perpendicular lines, parallel lines  
**Statistics:** table, bar chart, one-step problem, two-step problem

**Busy Ant Maths Year 3 Medium-Term Plans**

<p><b>Cross-curricular Mathematics</b></p>	<p><b>Compass points (Helsby Hill), time and measurement (shadow investigation)</b></p>			<p><b>Measuring-mass (baking), compass points,</b></p>	
<p><b>Science</b></p>	<p><b>Light</b> </p> <p><i>Line of scientific enquiry examples:</i></p> <p><b>Fair testing:</b> Can I investigate how the position of the sun affects the length of a shadow?</p> <p><b>Identify and classify:</b> Can I identify natural and artificial sources of light? Can I use a Venn diagram to sort opaque, transparent and translucent materials?</p> <p><b>Observation over time:</b> Can I track the sun across the sky during the day?</p> <p><b>Pattern seeking:</b> Can I find out how a shadow changes throughout the day?</p>	<p><b>Rocks</b></p> <p><i>Line of scientific enquiry examples:</i></p> <p><b>Fair testing:</b> Can I find out whether some rock types are more permeable than others?</p> <p><b>Identifying and classifying:</b> Can I identify and describe different rock types?</p> <p><b>Observation over time:</b> Can I show how soil layers build up over time?</p> <p><b>Research:</b> Can I find out why Mary Anning's discovery was so important?</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their</li> </ul>	<p><b>Forces and Magnets</b></p> <p><i>Line of scientific enquiry examples:</i></p> <p><b>Fair testing:</b> Can I find out which surface allows a toy car to travel furthest? Can I find out whether a magnet's force is strong enough to attract a paperclip through different materials?</p> <p><b>Identifying and classifying:</b> Can I identify magnetic materials?</p> <p><b>Pattern seeking:</b> Can I find patterns in how magnets work?</p> <p><b>Research:</b> Can I use a website to find out how Michael Faraday's discoveries improved inventions in the home?</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Describe magnets as having two poles</li> </ul>	<p><b>Animals Including Humans</b> </p> <p><i>Line of scientific enquiry examples:</i></p> <p><b>Fair testing:</b> Can I find out whether people with longer leg bones run faster?</p> <p><b>Identifying and classifying:</b> Can I classify food into their correct groups?</p> <p><b>Observation over time:</b> Can I describe the effects of exercise on our bodies?</p> <p><b>Pattern seeking:</b> Can I find out whether people with longer leg bones run faster?</p> <p><b>Research:</b> Can I identify food as very healthy, healthy or</p>	<p><b>Plants</b> </p> <p><i>Line of scientific enquiry examples:</i></p> <p><b>Fair testing:</b> How does the length of a celery stick affect how long it takes for the food colouring to dye the leaves?</p> <p><b>Observation over time:</b> Can I order and explain the lifecycle of a flowering plant?</p> <p><b>Pattern seeking:</b> Can I observe which plants prefer shady conditions to grow?</p> <p><b>Research:</b> Can I find out the role of each part of a flowering plant?</p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers</li> </ul>

	<p><i>Research: Can I use a biography to find out about Thomas Edison's contribution to modern lights? Can I create a poster about sun safety?</i></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the sizes of shadows change</li> </ul> <p><b>Thomas Edison- American inventor and scientist (electric light,</b></p>	<p>appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Mary Anning-English fossil hunter (Jurassic fossil finds including the first plesiosaur)</b></p> <p><i>Helsby Hill Trip: identifying sedimentary rocks</i></p> <p><b>Y2 -Materials</b> <b>Y1 - Animals Including Humans</b></p>	<ul style="list-style-type: none"> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> </ul> <p><b>Michael Faraday-English scientist (magnetism and electricity)</b></p>	<p><i>unhealthy based on its nutritional value?</i></p> <ul style="list-style-type: none"> <li>Identify 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</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Gerty T Cori (American biochemist-first woman to be awarded Nobel Prize in medicine)</b></p> <p><i>World Museum Trip Opportunity to consolidate rock types and see dinosaur fossils.</i></p> <p><b>All previous Year groups</b></p>	<ul style="list-style-type: none"> <li>Explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>Investigate the ways in which water is transported within plants</li> <li>Explore the role of flowers in the life cycle of flowering plants (pollination, seed formation and seed dispersal)</li> </ul> <p><b>Charles Darwin (discoveries of plants and diagrams/sketches of new species)</b></p> <p><b>COP∞ - Climate change</b></p> <p><b>Y2 - Plants</b></p>
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	<p>telephony, telegraphy)</p> <p><b>Y1 – Seasonal changes</b></p>				
<p><b>Key Vocabulary</b></p> <p><b>Light and Shadow</b> – light, light source, dark, reflection, reflect, reflective, ray, pupil, retina, shadow, opaque, translucent, transparent, absence of light, surface, sunlight, dangerous, ultra violet</p> <p><b>Rocks Fossils and Soils</b> – rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay), igneous, sedimentary, metamorphic, magma, lava, sediment, permeable, impermeable, fossilisation, palaeontology, erosion</p> <p><b>Forces and Magnets</b> - force, friction, surface, push, pull, twist, contact force, non-contact force, magnetic field, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p> <p><b>Plants</b> – photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (e.g. wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport</p> <p><b>Animals including Humans</b> – nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine, tendon, vertebrate, invertebrate, healthy, energy, saturated fats, unsaturated fats</p>					
<p><b>Working Scientifically</b></p>	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquires, to answer questions, including recognising and controlling variables where necessary</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, clarification keys, tables, scatter graph, bar and line graphs</li> <li>• Use test results to make predictions to set up further comparative and fair tests</li> <li>• Report and present findings from enquires, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• Identify scientific evidence that has been used to support or prove false ideas or arguments</li> </ul>				
<p><b>Geography</b></p>	<p><b>Helsby Hill-History and geography links</b></p>  <ul style="list-style-type: none"> <li>• Fieldwork-compass work, maps, observation sketches</li> <li>• Identification of physical and human features</li> <li>• Understanding of how features and land use how changed over time</li> </ul>	<p><b>The UK</b></p> <ul style="list-style-type: none"> <li>• Locate and recall the 5 oceans and 7 continents</li> <li>• Use maps to identify counties and capital cities</li> <li>• Human and physical features of the 4 capital cities of the UK</li> <li>• Compass directions (NSEW)</li> <li>• Key and OS map symbols of the local area including using an atlas.</li> <li>• Changes over time to human and physical features</li> <li>• Read and use 4 figure grid references to locate places on a map</li> </ul>	<p><b>Geography Links</b></p> <ul style="list-style-type: none"> <li>• Map work-location of ancient civilisations and the rivers they settled on</li> <li>• Landscape/climate/geographical features of Egypt</li> </ul> <p><b>Year 1 – Weather and the seasons (equator)</b></p>		

		<ul style="list-style-type: none"> <li>• Use atlases and maps to locate coasts, rivers and mountains</li> <li>• Compare the region of Cheshire to Attica (a region in Greece)</li> </ul> <p><b>Year 2-The UK</b></p> <p><b>COP∞ - Pollution and climate change</b></p>	
<p><b>Key Vocabulary</b>  <b>The UK-</b> ocean, map, continents, Edinburgh, Cardiff, London, Belfast, United Kingdom, counties, human feature, physical feature, North pole, South pole, compass directions (North, South, East, West), grid references, hill, mountain, coast, river, atlas, index.</p>			
<p><b>History</b></p>	<p><b>Changes in Britain: Stone Age, Bronze Age and Iron Age</b></p> <ul style="list-style-type: none"> <li>• Understand Prehistoric Britain-hunters and gatherers and their roles in daily life</li> <li>• Analyse the artefact Bronze Age-Amesbury Archer and comparing his way of life to early Stone Age people</li> <li>• Discuss the relevance of Stonehenge and ask questions about it</li> <li>• Compare Iron Age-Celtic life, developments of tools and farming to Stone Age life</li> <li>• Order artefacts chronologically</li> <li>• Evaluate and use historical knowledge to identify historical artefacts</li> <li>• explain the use of artefacts and sources and what they tell us about life in the past</li> <li>• Use historical timelines</li> <li>• explain which of the Ages they would prefer to live in and why</li> <li>•</li> </ul> <p><b>Year 2-Significant places in locality</b></p> <p><b>Helsby Hill visit to understand settlements and forts within the local area.</b></p> 	<p><b>Continued links to 'Changes in Britain'</b></p> <ul style="list-style-type: none"> <li>• How land use has changed over time</li> <li>• Identification of historical cities and landmarks</li> <li>• Histories and culture of the UK countries.</li> </ul>	<p><b>Ancient Civilizations: Focus on Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Overview and comparison of ancient civilizations and their achievements (Ancient Egypt, Shang Dynasty, Ancient Sumer, Indus Valley)</li> <li>• Understand trends through time of civilisations settling near bodies of water</li> <li>• In depth focus on Ancient Egypt</li> <li>• Focus on the achievements of the ancient Egyptians</li> <li>• Daily life, culture and experiences of Ancient Egypt</li> <li>• Comparisons of Ancient Egyptian life and concurrent British history</li> <li>• Use historical sources and artefacts to gather and present information</li> </ul> <p><b>Liverpool World Museum to look at artefacts and sources, explore their uses and to further improve their knowledge of Ancient Egypt</b></p>
<p><b>Key Vocabulary</b></p>			



	<p><b>Specific</b>-Stone Age, Palaeolithic, Mesolithic, Neolithic, Ice Age, flint, hunter gatherer, prehistory, settlement, hill fort, roundhouse, Stonehenge, agriculture, ancient, civilisation, irrigation, pyramids, pharaoh, emperor, dynasty, jade, gods and goddesses, hieroglyphs, ziggurat, seal.</p> <p><b>General</b>-chronological order, era/period, BCE, CE, AD, millennium, centuries, archaeologist, archaeology, sources, artefacts, legacy, invention, significance, impact, change, comparisons, concurrent, global history, British history.</p>					
<b>Religious Education</b>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Explore how Muslim's describe God and the names they use</li> <li>Investigate the ways that Allah is represented by Muslims</li> <li>Learn why Muhammed is so important to Muslims</li> <li>Understand how the Qu'ran is used in worship and why it is so important to Muslims</li> </ul> <p><u>Year 1-Islam</u></p>	<p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>Compare different versions of the Christmas story and think about why the Story of Jesus' birth might differ</li> <li>Explore why Advent is so important in the Christian calendar</li> <li>Discuss our own Advent and Christmas traditions</li> </ul> <p><u>All previous year groups</u></p>	<p><b>Discipleship</b></p> <ul style="list-style-type: none"> <li>Explore how the Bible teaches Christians to live their life (Proverbs 15:4: Revelation 3:20; Deuteronomy 5:1-2; Isaiah 6:1-13; 8:1-14)</li> <li>Think about how Bible verses might be interpreted differently by different Christians</li> <li>Explore the impact well known Christians have had on Britain</li> </ul> <p><u>Reverend Carty visit to enrich and consolidate learning.</u></p> <p><u>Year 2-Discipleship</u></p>	<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>Look at the story of the 10 lepers-think about why Christians believe Jesus rescued people</li> <li>Think about how Christians believe Jesus might rescue people today</li> <li>Discuss and explore the reasons that Christians call the day Jesus died 'Good Friday'</li> </ul> <p><u>St John's Church (Understanding of the Easter Story)</u></p> <p><u>Year 1-Salvation</u></p>	<p><b>Holy Spirit</b></p> <ul style="list-style-type: none"> <li>Investigate what Christians believe about the Holy Trinity</li> <li>Explore how Christian art teach people about the Trinity?</li> <li>Look at different art that represents the Trinity-compare and contrast different art through history</li> </ul>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>Explain how Sikhs believe in all pathways leading to God</li> <li>Explore the meaning of Guru Nanak, Gurdwara, Guru Granth Sahib and what this means to Sikhs</li> </ul>
	<p><b>Key Vocabulary</b></p> <p><b>Islam</b> – Mosque, Ummah, Iman, Dhikr, Qur'an, Night of Power, Islam, 99 names of Allah, Angel Jibril, Khahijah, Cave Hira, Prophet, Wudu, Revelation, 5 pillars, Misbaha.</p> <p><b>Incarnation</b> – Incarnation, nativity, advent, advent candles, advent wreaths, hope, peace, love, joy.</p> <p><b>Discipleship</b> – Rules, commandments, discipleship, love, covenant, bible parable, bible verse.</p> <p><b>Salvation</b> – Rescue, repentance, salvation, sacrifice, last supper, Maundy Thursday, Good Friday.</p> <p><b>Holy Spirit</b> – Trefoil, Celtic cross, Trinity, baptism, Holy Spirit, symbolism.</p> <p><b>Sikhism</b> – Sikhism, Sikh, Guru Granth Sahib, Guru, Gurdwara, Punjabi, Guru Nanak, 5Ks, Waheguru, Khanda.</p> <p style="text-align: center;"><u><a href="#">Year 3 RE Medium Term Plans</a></u></p>					
<b>Gymnastics</b>		<b>Invasion Games</b>		<b>Athletics</b>		







<p><b>Physical Education</b>    <small>Community &amp; Educational Physical Development</small></p>	<ul style="list-style-type: none"> <li>Plan sequences using varied apparatus</li> <li>Continue to develop control with specific balances</li> <li>Transfer weight under control</li> </ul> <p><b>Dance</b></p> <p>Country Dancing</p> <ul style="list-style-type: none"> <li>Square Dancing – spatial awareness, finding place in the square</li> <li>Do-Si-Do – steps broken down, improved and continued</li> <li>Promenade – steps broken down, improved and continued</li> </ul> <p>Rock ‘n’ Roll</p> <ul style="list-style-type: none"> <li>Chasse and Rock – steps broken down, improved and continued</li> <li>Toe Heel Swivel – steps broken down, improved and continued</li> <li>Partners – spatial awareness and work in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Specific sports skills</li> <li>Throw, catch and control</li> <li>Understand what spatial awareness is</li> <li>Understanding rules needed for the sporting activities</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively</li> <li>Perform safe self-rescue in different water-based situations</li> </ul> <p><i>Aims and objectives for the end of KS2</i></p> <p><b>Net games</b></p> <ul style="list-style-type: none"> <li>Understanding the ready position</li> <li>Using a forehand stroke to return the ball</li> </ul>	<ul style="list-style-type: none"> <li>Javelin throw</li> <li>Passing the baton on the move</li> <li>Sprint technique to improve speed</li> <li>Running with agility</li> </ul> <p><b>Striking and fielding games</b></p> <ul style="list-style-type: none"> <li>Improve overarm throw accuracy and distance</li> <li>Using a long barrier to stop a ball</li> <li>Bat control – how to hold and stand with the bat</li> </ul>
<p><b>Key Vocabulary</b>  Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, lead/follow in partner work, anatomy (muscles)</p>			
<p><b>Art</b></p>	<p><b>Focus Artist: Van Gogh</b>  <b>Focus Skill: Drawing</b></p> <ul style="list-style-type: none"> <li>Use shading to add texture to the drawing</li> <li>Use line, tone, shape and colour to create mood and feeling</li> <li>Draw from observation and imagination</li> <li>Experiment with various pencils</li> <li>Use a sketchbook to document and develop ideas</li> <li>Begin to draw with accuracy</li> <li>Have an awareness of how pattern can be used to create texture</li> </ul>	<p><b>Focus Artist: L.S. Lowry</b>  <b>Focus Skill: Sculpture/ 3D</b></p>  <ul style="list-style-type: none"> <li>Know that paper can be used in a range of different ways to create sculptures</li> <li>Show an awareness of how texture, form and shape can be transferred from 2D to 3D</li> <li>Work collaboratively to create a 3D layered scene</li> <li>Plan, shape, mould and make constructions from different materials</li> <li>Understand the different adhesives and methods used in construction</li> <li>Consider and discuss aesthetics</li> </ul>	<p><b>Focus Artist: Georgia O’Keefe</b>  <b>Focus Skill: Digital Art / Painting</b></p> <ul style="list-style-type: none"> <li>Make tints of one colour by adding white</li> <li>Darken / Lighten colours without using black / white</li> <li>Mix / create colour for use on a large scale. (wash)</li> <li>Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)</li> <li>Demonstrate increasing control of the types of marks made to create certain effects</li> </ul>

	<ul style="list-style-type: none"> <li>Start to annotate sketchbooks to show thought process, as well as information about focus artists</li> <li>Use colour to create own version of Starry Night</li> </ul> <p>Prehistoric art-cave paintings</p>	<ul style="list-style-type: none"> <li>Create a 3D scene inspired by L.S. Lowry</li> </ul>	<ul style="list-style-type: none"> <li>Create flowers in the style of Georgia O’Keeffe - American Modernism</li> <li>Use a more advanced graphics package or app to explore digital image creation</li> <li>Manipulate an image using various digital tools</li> <li>Use a digital camera to take a specific image portrait/landscape</li> <li>Use printed images taken digitally and combine them with other media to produce artwork</li> <li>Replicate Georgia O’Keeffe flowers digitally paying close attention to detail and colour</li> </ul>			
<p><b>Key Vocabulary</b>  <b>Drawing</b> - shading, texture, line, tone, shape, colour, observation, imagination, pattern  <b>Sculpture</b> - roll, loop, fringe, tabs, cone, curls, spiral, fold, slotted, 3D  <b>Digital Art</b> - graphics, manipulate, digital, edit  <b>Painting</b> - tint, tone, wash, American Modernism, close-up</p>						
Design Technology	<p><b>Stone Age Spears – Structure</b></p> <ul style="list-style-type: none"> <li>Can I use historical information and research to design a SA spear?</li> <li>Can I use sketches, diagrams and labels to present my designs?</li> <li>Can I use different methods of construction to build and attach parts of my model?</li> <li>Can I select appropriate materials to construct my spear?</li> <li>Can I test my designs to see if I need to change anything?</li> <li>Can I evaluate my spear and think of ways to improve it?</li> </ul> <p><b>Designer: Isambard Kingdom Brunel</b></p>	<p><b>Dragon model – Mechanisms</b></p> <ul style="list-style-type: none"> <li>Can I research reptile patterns and skill for my model?</li> <li>Can I use sketches, diagrams and labels to present my designs?</li> <li>Can I use different methods and techniques to attach parts of my model?</li> <li>Can I select appropriate materials to construct and decorate my model?</li> <li>Can I create a prototype for my dragon wings?</li> <li>Can I evaluate my dragon model against the design criteria and think of ways to improve it?</li> </ul> <p><b>Designer: Henry Ford</b></p>	<p><b>Ancient Egyptian Bread – Food</b></p> <ul style="list-style-type: none"> <li>Can I conduct research to decide on flavours for my bread?</li> <li>Can I use sketches, diagrams and labels to present my design?</li> <li>Can I develop a recipe for my bread?</li> <li>Can I use techniques to mould and shape my bread?</li> <li>Can I evaluate my bread and think of ways to improve it?</li> </ul> <p><b>Chef: Paul Hollywood</b></p>			
	<p><b>Key Vocabulary</b>  Design, evaluate, research, prototype, material, construct, structure, joining, technique, recipe, spear, Stone Age, size, realistic, sturdy, strength, quantities, flavours, knead, rise,</p>					
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga

	<ul style="list-style-type: none"> <li>• <b>Let Your Spirit Fly</b></li> <li>• RnB</li> <li>• RnB and other styles</li> </ul> <p><b>Key vocabulary:</b> Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<ul style="list-style-type: none"> <li>• <b>Glockenspiel Stage 1</b></li> <li>• Exploring and developing playing skills</li> </ul> <p><b>Key vocabulary:</b> Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p>	<ul style="list-style-type: none"> <li>• <b>Three Little Birds</b></li> <li>• Reggae</li> <li>• Reggae and animals</li> </ul> <p><b>Key vocabulary:</b> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p>	<ul style="list-style-type: none"> <li>• <b>The Dragon Song</b></li> <li>• A pop song that tells a story</li> <li>• Music from around the world, celebrating our differences and being kind to one another</li> </ul> <p><b>Key vocabulary:</b> Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p>	<ul style="list-style-type: none"> <li>• <b>Bring Us Together</b></li> <li>• Disco</li> <li>• Disco, friendship, hope and unity</li> </ul> <p><b>Key vocabulary:</b> Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p>	<ul style="list-style-type: none"> <li>• <b>Reflect, Rewind and Replay</b></li> <li>• Classical</li> <li>• The history of music, look back and consolidate your learning, learn some of the language of music</li> </ul>
<b>Music Year 3 – Knowledge and Skills</b>						
	<p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>• To know that not everything on the internet is true: people share facts, beliefs and opinions online.</li> <li>• To understand that the internet can affect your moods and feelings.</li> <li>• To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.</li> <li>• To know what social media is and that age restrictions apply.</li> </ul> <p><b>Computer systems and networks – Networks and the internet</b></p>		<p><b>Computer systems and networks – Journey inside a computer</b></p> <ul style="list-style-type: none"> <li>• To know what a packet is and why it is important for website data transfer.</li> <li>• To know the roles that inputs and outputs play on computers.</li> <li>• To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.</li> </ul> <p><b>Creating media – Video trailers</b></p> <ul style="list-style-type: none"> <li>• To know that different types of camera shots can make my photos or videos look more effective.</li> <li>• To know that I can edit photos and videos using film editing software.</li> </ul>		<p><b>Programming – Programming Scratch</b></p> <ul style="list-style-type: none"> <li>• To know that Scratch is a programming language and some of its basic functions.</li> <li>• To understand how to use loops to improve programming.</li> <li>• To understand how decomposition is used in programming.</li> <li>• To understand that you can remix and adapt existing code.</li> </ul>	

	<ul style="list-style-type: none"> <li>To know what a tablet is and how it is different from a laptop/desktop computer.</li> <li>To understand what a network is and how a school network might be organised.</li> <li>To know how the internet uses networks to share files.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that I can add transitions and text to my video.</li> </ul> <p><b>Safer Internet Day</b></p>				
<p><b>Key Vocabulary</b></p> <p><b>Online safety</b> - age restricted, autocomplete, beliefs, block, fact, fake news, opinion, privacy settings, report, requests, security questions, social media platforms, social networking, wellbeing</p> <p><b>Computer systems and networks – Networks and the internet</b> - corrupted, DSL (digital subscriber line), fibre, network, network map, network switch, packets, radio waves, router, server, submarine cables, text map, The Cloud, web server, website, website trackers, WiFi, Wireless Access Points, World Wide Web</p> <p><b>Computer systems and networks – Journey inside a computer</b> - assemble, CPU (central processing unit), disassemble, GPU (graphics processing unit), hard drive, HDD (hard disk drive), memory, microphone, QR code, RAM (random access memory), ROM (read only memory), storage, touchscreen, touchpad</p> <p><b>Creating media – Video trailers</b> - clip, film editing software, graphics, sound effects, time code, trailer, transition, voiceover</p> <p><b>Programming – Programming Scratch</b> - application, coding application, interface, Scratch</p>						
<p><b>French</b></p> 	<p><b>Class rules in French Lessons.</b></p> <p><b>Etoile du jour (Star of the day)</b></p> <p><b>Revisions:</b></p> <p><b>Greetings</b></p> <p><b>Warm up</b></p> <p><b>Class instructions</b> (+ Gramm: Explain tu/vous in French. Formal and informal way of talking to someone.)</p> <p><b>+ End of day instructions.</b></p> <p><b>Le cahier de français:</b> Prénom, nom de famille, le drapeau français</p>	<p><b>Culture: Halloween</b> /All saints /Toussaint Recall <b>body parts</b> in writing (Squelette) and songs.</p> <p><b>Describe the monsters/</b> les monstres Recall BBC bitesize: sentence building: il/elle a ... il/elle est rouge, petit...) + draw the monsters: tete/epaules/etc... &amp; Describe.</p> <p><b>Pronouns/Verbs/present tense: avoir</b> (to have), <b>etre</b> (to be) + <b>new songs.</b></p>	<p><b>Happy new year/ Bonne année</b></p> <p><b>Culture/ 6 Jan: l'Épiphanie</b> Recall previous activities. (+ The wise men coloring/Reading).</p> <p><b>Numbers 1-50</b></p> <p><b>New song</b></p> <p><b>Toys / les jouets</b> (voc in writing: la console, le nounours, la poupee, le velo, les peluches, un ballon...) (Gram: Masc/fem+ Adjective agreement: Grand/petit. + plural)</p>	<p><b>[Culture: Mardi gras</b> (Shrove Tuesday, Carnival, Crêpes)]</p> <p><b>Recall Culture/Fête des mères</b> (Mother day/ different date in France: 29th May)/ Meet my <b>family</b> paper work.</p> <p><b>Weather</b> Quel temps fait-il aujourd'hui? Paper disk + felt calendar. <b>+ new song</b></p> <p><b>Arc en ciel</b> (Writing/ reading: Colours) <b>Song/video:</b></p>	<p><b>[Recall Culture/ 1 Mai: Fête du travail.</b> Recall voc.]</p> <p><b>Parts of the day/le matin, l'après midi/ le soir/ la nuit...</b> <b>+ more greetings:</b> bonne soiree, bonne nuit...bonsoir...</p> <p><b>Habitats</b> (voc: la mer, la montagne, la ville, la campagne, la foret, la jungle...) Sentence building: - Recall animals Eg: l'oiseau est dans la foret, le poisson est dans la mer... - Recall Weather</p>	<p><b>Recall Culture/ 19 june: Fête des pères</b> (Father's Day) Recall family members &amp; possessive. (Sentence Building: Ma mere s'appelle..)</p> <p><b>Recall Culture/ 21 Juin: Fête de la musique</b> recall all songs &amp; instruments.</p> <p><b>Holidays/Vacances/</b> Drawing of summer hols/ brainstorming. Recall last year voc.</p> <p><b>Transport/Les transports</b> <b>+ verbe Aller</b> (to go)</p>

	<p><b>Alphabet+ song/ Pick a letter.</b>  <b>How to spell your name?</b> by pairs + Comment t'appelles tu/comment ca va? Questionnaire...</p> <p><b>Pronouns/Verb/present tense: s'appeler</b> (to be called/named)</p> <p><b>Date/ Day report.</b>  Quel est le jour de la semaine, le mois etc...? on board+ translation.  (Est ce que C'est.../ oui/non)  <b>Aujourd'hui c'est...</b> (today is...)  <b>Days of the week/ les jours de la semaine</b> (paper work/writing)  Stick previous work and recap <b>Months /les mois</b>  Recall songs  Recall <b>seasons</b> + symbols.  <b>Simple weather</b></p> <p><b>Numbers 1-40 (slide/ reading)</b></p> <p><b>Colours</b></p> <p><b>Vocabulary</b></p>	<p>Recall body parts + <b>new</b>  Paper work  <b>Description:</b>  Introduce Hair/eyes colour...  (+ Je suis une fille/un garçon.)</p> <p><b>Birthday/ Anniversaire /</b> (J'ai ... ans paper work)</p> <p><b>Culture: 11 Nov/ Le jour du souvenir.</b>  Warm up: Soldats!  Paper sheet: un casque, un soldat, un manteau...  Recall Clothes</p> <p><b>Introduction to key phonic sounds</b></p> <p><b>Recall Christmas voc</b> (in writing)  + Recall song: Petit Papa Noel  <b>New Song/Chanson:</b>  L'as-tu vu ce petit bonhomme?</p> <p><b>Merry Christmas/Joyeux Noël</b></p>	<p>Recall  Bonhomme de neige</p> <p><b>[Recall Culture/ 2 Feb: la chandeur</b> (Candlemas)  Crêpes/pancakes:  a la confiture au chocolat au citron ...  (+ Instructions: Ecrivez, Dessinez, Coloriez)</p> <p><b>Express likes and dislikes:</b>  Recall fruits/vegetables...</p> <p>Sentence building:  Pronouns <b>/Verbs/</b> present tense: <b>aimer</b> (to love)  Eg: Je n'aime pas les crepes au broccoli ;-)  (Gram:+ recall negative form verb.)  + Pronouns /Verbs/ present tense: <b>manger</b> (to eat)  Eg: je mange des crepes au chocolat, je mange une petite crepe.</p>	<p>La chanson des couleurs.  Gram: Review determiners and learn <b>of</b> (de, de la, du, des ....)</p> <p><b>Culture/mid April: Joyeuses Paques</b>  Recall Easter vocabulary (in writing/paper work) &amp; Song: Frère Jacques</p>	<p>Eg: Aujourd'hui a la montagne il fait beau temps....)</p> <p><b>Numbers 1-60</b></p>	<p><b>Recall Culture/ Bastille day - 14 Juillet</b></p>
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	<p><b>Grammar points</b> (+ how to recognise fem/masc words? / Diff colours)</p> <p><b>Locate France, Paris...</b> paper work/ la Seine. Countries around France in French /Eng.</p> <p><b>Songs (le livre des chansons francaises + individual booklet)</b></p>					
<p><b>Happy birthday</b> / Joyeux anniversaire anniversaire? Mon anniversaire est le</p> <p><b>Happy holidays</b> / Bonnes vacances</p> <p><b>Classroom instructions:</b> Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il te/vous plait, Chantez, Comptez, Rangez , Répétez...</p> <p>+ <b>New:</b> Ouvrez, Fermez, Decoupez, Pliez, Coller , coloriez, ecrivez, dessinez, collez, rangez, Distribuez , Croisez les bras Excusez moi, Pardon...</p> <p>+ <b>End of day instructions:</b> Rangez les tables, Prenez: votre sac, votre boite repas, vos vetements, votre bouteille d'eau, votre livre, Priez...</p> <p><b>Date:</b> Day, Number, Month, Seasons.</p> <p><b>Various Grammar points:</b> Gender nouns: Masculine/feminine, Simple Plural, Adjectives: colour and size and words order, Definite (le,la,l',les) &amp; Indefinite (un,une,des) articles, Formal and unformal (tu/vous), possessive determiners, present tense of some familiar verb and pronouns: Etre, Avoir, s'appeler, Aimer, Aller, Manger...Negative form of a verb.</p> <p><b>Introduction to French Phonics/Graphems :</b> ou/oi/on/en/et/eu etc... , Silent letters at the end of words s,t... Accents in French, La cédille ç...</p> <p><b>New: Sentence building:</b> Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger...</p>						
<p>PSHE/Sex and Relationships/ Safeguarding</p> 	<p><b>Me and My Relationships</b></p> <p><b>My Special Pet</b></p> <ul style="list-style-type: none"> <li>Explain some of the feelings someone might have when they lose something important to them</li> </ul>	<p><b>Family and friends</b></p> <ul style="list-style-type: none"> <li>Recognise that there are many different types of family</li> <li>Understand what is meant by 'adoption' 'fostering' and</li> </ul>	<p><b>Keeping Safe</b></p> <p><b>Safe or unsafe?</b></p> <ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> </ul>	<p><b>Rights and Respect</b></p> <p><b>Recount task</b></p> <ul style="list-style-type: none"> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from</li> </ul>	<p><b>Being My Best</b></p> <p><b>Derek cooks dinner!</b></p> <ul style="list-style-type: none"> <li>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</li> </ul>	<p><b>Growing and Changing</b></p> <p><b>Relationship tree</b></p> <ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> </ul>

<ul style="list-style-type: none"> <li>Understand that these feelings are normal and a way of dealing with the situation</li> </ul> <p><b>Looking after our special people</b></p> <ul style="list-style-type: none"> <li>Identify people who they have a special relationship with</li> <li>Suggest strategies for maintaining a positive relationship with their special people</li> </ul> <p><b>Friends are special</b></p> <ul style="list-style-type: none"> <li>Identify qualities of friendship</li> <li>Suggest reasons why friends sometimes fall out</li> </ul>	<p>'same-sex relationships'</p> <p><b>Let's celebrate our differences</b></p> <ul style="list-style-type: none"> <li>Recognise the factors that make people similar to and different from each other</li> <li>Recognise that repeated name calling is a form of bullying</li> </ul> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult)</p> <p><b>Zeb</b></p> <ul style="list-style-type: none"> <li>Understand and explain some of the reasons why different people are bullied</li> <li>Explore why people have prejudiced views and understand what this is</li> </ul>	<ul style="list-style-type: none"> <li>Suggest strategies for keeping safe.</li> </ul> <p><b>Danger or risk?</b></p> <ul style="list-style-type: none"> <li>Define the words danger and risk and explain the difference between the two;</li> <li>Demonstrate strategies for dealing with a risky situation.</li> </ul> <p><b>Help or harm?</b></p> <ul style="list-style-type: none"> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<p>different viewpoints</p> <p><b>Our helpful volunteers</b></p> <ul style="list-style-type: none"> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul> <p><b>Can Harold afford it?</b></p> <ul style="list-style-type: none"> <li>Understand the terms 'income', 'saving' and 'spending';</li> </ul>	<ul style="list-style-type: none"> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> </ul> <p><b>I am fantastic!</b></p> <ul style="list-style-type: none"> <li>Identify their achievements and areas of development;</li> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> </ul> <p><b>Top talents</b></p> <ul style="list-style-type: none"> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> <li>Recognise their own skills and those of other children in the class.</li> </ul>	<p><b>Body space</b></p> <ul style="list-style-type: none"> <li>Understand what is meant by the term body space (or personal space);</li> <li>Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>Rehearse strategies for when someone is inappropriately in their body space.</li> </ul> <p><b>Secret or surprise?</b></p> <ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
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**Key Vocabulary**

**Me and My Relationships** – friendship, falling out, making up, compromise, strategies, point of view, calm, apologise, listen, responsibility, care, loss, feelings.

**Valuing Difference** – family, adoption, fostering, same-sex couple, blended family, similarities, difference, name calling, bullying, prejudice, disability,

gender, race, colour, sexuality.

**Keeping Safe** – trust, safe, unsafe, danger, risk, feelings, strategies, consequence, medicines, drugs, harmful, helpful, instructions.

**Rights and Respect** – fact, opinion, view point, income, saving, spending, responsibility, environment, waste, volunteer, wellbeing.

**Being My Best** – balanced diet proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit & veg, healthy, goals, ambitions, improve, achieve, talents.

**Growing and Changing** – personal space, body space, invade, uncomfortable, stop, respect, touch, relationships, positive, healthy, trust, caring, secret, surprise, feelings, angry, upset, jealous, worried, excited, scared, talk.