

## GEMS Curriculum Plan – Year 3

### Vision & Values



*Helping our children to THRIVE with PRIDE & DRIVE*

### Curriculum Intent

At Godfrey Ermen, we believe that an interesting, stimulating curriculum is fundamental to our effectiveness as a learning community. Our curriculum has developed from our Vision and Values. We know our pupils well and shape our curriculum around them. We have identified six drivers, which are pertinent to our local setting and allow us to tailor our curriculum to meet the pupils' needs:

**Diversity**

**Reading**

**Inclusion**

**Vocabulary**

**Engagement**

**Curriculum Implementation (rationale):**

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English- Reading						
Reading- Word Reading			Reading- Comprehension			
<ul style="list-style-type: none"> <li>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</li> <li>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>			<p>To develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader’s interest and imagination</li> <li>recognising some different forms of poetry</li> </ul> <p>To understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>To retrieve and record information from non-fiction</p> <p>To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
Class Reader	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Boy Who Grew Dragons <i>Andy Shepherd</i>	The Wild Way Home Sophie Kirtley/ The Snowman by Michael Morpurgo	Fantastic Mr Fox <i>Roald Dahl</i>	The Astounding Broccoli Boy Frank Cottrell-Boyce	The Magic Place <i>Chris Wormell</i>	Pages & Co <i>Tilly and the Book Wanderers</i> <i>Anna James</i>
Picture books shared weekly during daily story time session.						

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Texts & Genres					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Bear Named Paddington <i>Michael Bond (7)</i>	Poetry- The Sound Collector <i>Roger McGough (Linked to Paddington) (2)</i>  How to Catch a Dragon <i>Pie-Corbett (3)</i>  Mog's Christmas Calamity- <i>Judith Kerr (2)</i>	Cinderboy-Laurence Anholt (3)  Poems on a Theme (School Poems- <i>Allan Ahlberg</i> ) (2)  You Wouldn't Want to be an Egyptian Mummy! Disgusting Things You'd Rather Not Know <i>David Stewart</i>	Egyptian Cinderella <i>Shirley Climo (2)</i>  Lost Happy Endings – <i>Carol Ann Duffy (3)</i>	Escape from Pompeii!- <i>Christina Balit (3)</i>  Poems Out Loud <i>Brian Moses</i> Performance Poetry- (1)  Until I Met Dudley- <i>Roger McGough &amp; Chris Riddell (2)</i>	The Romans: Gods, Emperors and Dormice <i>Marcia Williams (3)</i>  Roman Soldier Handbook- <i>Lesley Sims (2)</i>  Have you Seen this Alligator? <i>Richard Waring (2)</i>
Narrative- Adventure	Classic Poetry- exploring poetic language (Rhyme, onomatopoeia & rhythm)  Non -Chronological Reports  Narrative- Adventure	Narrative- Traditional Tales with a Twist  Poetry on a Theme  Non-Fiction -Instructions	Narrative- Traditional tales from other cultures.  Narrative-Fantasy	Diary Recount  Performance Poetry  Explanation Texts	Roman Myths and Legends  Roman Soldier Instruction Manual  Recount- Newspaper Reports
English - Writing					
Writing- Transcription	Writing- Handwriting	Writing- Composition	Writing- Vocabulary, Grammar & Punctuation		
<ul style="list-style-type: none"> <li>To use further prefixes and suffixes and understand how to add them.</li> <li>To spell further homophones.</li> <li>To spell words that are often misspelt.</li> <li>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</li> </ul>	<ul style="list-style-type: none"> <li>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>To increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the</li> </ul>	<p>To plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>discussing and recording ideas</li> </ul> <p>To draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively</li> </ul>	<p>To develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>		

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<ul style="list-style-type: none"> <li>• To use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> <li>• To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>ascenders and descenders of letters do not touch].</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures.</p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme.</li> <li>• in narratives, creating settings, characters and plot.</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>To evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul> <p>To proofread for spelling and punctuation errors</p> <p>To read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4.</li> </ul> <p>To indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>To use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</p>
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### Spoken Word

**Pupils will be taught:**

- To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
- To follow instructions in a range of unfamiliar situations.
- To recognise when it is needed and ask for specific additional information to clarify instructions.
- To ask questions that relate to what has been heard or what was presented to them.
- To begin to offer support for their answers to questions with justifiable reasoning.
- To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.
- To speak regularly in front of large and small audiences.

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- To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person’s emotions.
- To use vocabulary that is appropriate to the topic and/or the audience.
- To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.
- To discuss topics that are unfamiliar to their own direct experience.
- To organise what they want to say so that it has a clear purpose.
- To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.
- To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.
- To take account of the viewpoints of others when participating in discussions.

### **Maths**

<b>Maths</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p style="text-align: center;"><b><u>Place Value:</u></b></p> <ul style="list-style-type: none"> <li>• read numbers up to 1000 in numerals and words</li> <li>• recognise multiples of four</li> <li>• recognise multiples of eight</li> <li>• recognise multiples of 50</li> <li>• recognise multiples of 100</li> <li>• find missing numbers in a given sequence</li> <li>• solve problems involving multiples</li> <li>• solve problems involving place value</li> <li>• solve problems involving partitioning</li> <li>• solve problems involving comparing and ordering numbers</li> <li>• solve problems involving numbers in different representations</li> <li>• solve place value problems involving measures.</li> </ul> <p style="text-align: center;"><b><u>Addition &amp; Subtraction:</u></b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers with up to four digits using the formal written methods of column addition</li> </ul>	<p style="text-align: center;"><b><u>Multiplication &amp; Division:</u></b></p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts for the 3x, 4x and 8x tables with increasing speed and accuracy.</li> <li>• Use multiplication and division facts from the 3x, 4x and 8x tables to solve word problems with more than one step.</li> <li>• Identify patterns in known multiplication tables.</li> <li>• Multiply multiples of 10 (including three-digit numbers) mentally using known facts.</li> <li>• Use the grid method to solve multiplication problems which go beyond known facts.</li> <li>• Begin to use expanded multiplication when working with numbers beyond known facts.</li> <li>• Use number lines to solve division problems beyond known facts with increasing accuracy and speed.</li> <li>• Begin to use the bus stop method as a written method for division.</li> <li>• Solve missing number problems which go beyond known facts.</li> <li>• Solve scaling problems with increasing accuracy, beginning to work out the scale used from the measurements.</li> </ul>	<p style="text-align: center;"><b><u>Fractions:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>• Compare and order unit fractions, and fractions with the same denominators.</li> <li>• Add and subtract fractions with the same denominator within one whole</li> <li>• Solve problems that involve all of the above.</li> </ul> <p style="text-align: center;"><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>• read the time in minute intervals on an analogue clock</li> <li>• read digital clocks in five-minute intervals and state the time in analogue form;</li> <li>• read clocks with Roman numerals in five-minute intervals;</li> <li>• order times that use a.m. and p.m.;</li> <li>• calculate the number of days from one date to another (up to 50 days);</li> <li>• calculate and compare the length of events using digital times in ten-minute intervals</li> </ul> <p style="text-align: center;"><b><u>Geometry: Properties of Shape:</u></b></p>

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and subtraction;

- estimate and use inverse operations to check answers to a calculation;
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why;
- continue to practise both mental methods to aid fluency.

### Multiplication & Division

- Recall multiplication and division facts for the 3x, 4x and 8x tables with increasing speed and accuracy.
- Use multiplication and division facts from the 3x, 4x and 8x tables to solve word problems with more than one step.
- Identify patterns in known multiplication tables.
- Multiply multiples of 10 (including three-digit numbers) mentally using known facts.
- Use the grid method to solve multiplication problems which go beyond known facts.
- Begin to use expanded multiplication when working with numbers beyond known facts.
- Use number lines to solve division problems beyond known facts with increasing accuracy and speed.
- Begin to use the bus stop method as a written method for division.
- Solve missing number problems which go beyond known facts.
- Solve scaling problems with increasing accuracy, beginning to work out the scale used from the measurements.
- Spotting patterns when solving correspondence problems and beginning to predict the number of possibilities.

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### Measurement: Money

- compare money amounts up to £1;
- make different money combinations using coins up to £1
- add together up to three items in pence where the total equals up to £1
- add together up to three items in pounds where the total equals up to £150;
- calculate the change required when paying for a single and several items, paying with £1

### Statistics

- create scaled bar charts and pictograms;
- create Venn and Carroll diagrams
- create a table of information
- ask and answer two-step questions about charts, tables and diagrams.

### Measurement: Length & Perimeter

- estimate and measure to the nearest centimetre
- estimate and measure to the nearest metre
- estimate and measure in multiples of five millimetres
- measure and draw lines in mixed units (centimetres and millimetres);
- solve word problems by adding and subtracting three measurements in centimetres;
- solve addition problems involving metres by adding two three-digit numbers totalling up to 550m;
- solve subtraction problems involving metres by subtracting two three-digit numbers involving exchanging;

- Turns and angles
- Right angles in shapes
- Compare angles
- Draw accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2D shapes
- Recognise and describe 3D shapes
- Make 3D shapes

### Measurement: Mass & Capacity

- read scales to measure mass in intervals of 10g, 20g, 25g, 100g, 200g and 250g;
- add and subtract in kilograms (addition up to 1000 kg and subtraction not involving exchanging);
- read scales to measure capacity in intervals of 200ml and 250ml;

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	<ul style="list-style-type: none"> <li>• solve addition and subtraction problems involving millimetres by adding four amounts;</li> <li>• use &lt;, &gt; and = to compare two mixed-unit length measurements;</li> <li>• order mixed-unit length measurements;</li> <li>• calculate the perimeter of squares (side measurements given);</li> </ul> <p style="text-align: center;"><b><u>Fractions:</u></b></p> <ul style="list-style-type: none"> <li>• make equal parts</li> <li>• Recognise and find a half</li> <li>• Recognise and find a quarter</li> <li>• Recognise and find a third</li> <li>• Unit Fractions</li> <li>• Non- unit fractions</li> <li>• Begin to identify equivalent fractions <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></li> <li>• Count in fractions.</li> </ul>	
<b><u>Maths Vocabulary</u></b>		
<p style="text-align: center;"><b><u>Place Value</u></b></p> <p>Place, Value, Digit, Numerals, Hundreds, Tens and Ones, Number Track Less / Fewer Comparison Symbols More / Greater Compare, Strategy, Partition, Representation, Ten Frames Part Whole, Place Value, Counters, Place Value Chart, Base 10</p> <p style="text-align: center;"><b><u>Addition, Subtraction, Multiplication &amp; Division</u></b></p> <p>calculate, mental calculation, written calculation, number sentence sign, operation, symbol the same number as, as many as, equal to, equals (=) inverse informal method jottings, diagrams, pictures, images, strategy, compare, more, less, how many more/less? most, least, greater add, plus (+) makes, sum, total, altogether subtract, minus (-), take away, leaves, difference group, share, equal groups of, grouping array, row, column multiply, multiplication, multiplied by (x) share equally, divide, division, divided by (÷) remainder round up, round down double, halve, pair, near double, half</p>	<p style="text-align: center;"><b><u>Multiplication &amp; Division</u></b></p> <p>calculate, mental calculation, written calculation, number sentence sign, operation, symbol the same number as, as many as, equal to, equals (=) inverse informal method jottings, diagrams, pictures, images, strategy, compare, group, share, equal groups of, grouping array, row, column multiply, multiplication, multiplied by (x) share equally, divide, division, divided by (÷) remainder round up, round down double, halve, pair, near double, half</p> <p style="text-align: center;"><b><u>Measurement: Money</u></b></p> <p>money, coin, pence, penny, pound, pay, change, buy, sell, price, spend</p>	<p style="text-align: center;"><b><u>Fractions:</u></b></p> <p>Fraction, numerator, denominator, unit fraction ,equal, non-unit fraction, whole, halves, quarters thirds, three quarters, eighths, tenths, fraction wall, quantity, decimals, equivalent, compare, ascending, descending, order</p> <p style="text-align: center;"><b><u>Time:</u></b></p> <p>O'clock, half, past, quarter past, quarter 2, 5 minutes, 1 minute, interval, duration, timetable, calendar (days of the week, months of the year) analogue, digital, convert, compare</p> <p style="text-align: center;"><b><u>Geometry: Properties of Shape:</u></b></p> <p>2D, 3D, Sides, Vertex, Vertices, Corner, Symmetrical, Non-symmetrical, polygon, vertical line of symmetry, horizontal line of symmetry, faces, edges, orientation, sorting, patterns, square, rectangle, triangle, pentagon, hexagon, circle, cube, cuboid, sphere, cylinder, pyramid, cone, angle, right angle, acute angle, obtuse</p>

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		<p>angle, turns, quarter turn, half turn, three quarter turn, full turn, clockwise, anti- clockwise, orientation, horizontal line, vertical line, perpendicular line</p> <p><b><u>Measurement: Mass and Capacity</u></b></p> <p>Mass, gram, kilogram, scales, intervals, capacity volume, millilitre, litre, lighter, heavier, compare, greater than, less than</p>
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Theme	<i>Wales</i>	<i>The Stone Age</i>	<i>Achievements Ancient Civilisations Ancient Egyptians</i>		<i>Tremors</i>	<i>The Romans</i>
<b>Experiences</b>	<b>Visit to a contrasting Locality: Llangollen in North Wales Walk to Eccles</b>	<b>Local Library Visit</b>	<b>Visit to Liverpool World Museum: Ancient Egyptian Gallery &amp; Workshop</b>		<b>Earthquakes &amp; Volcanoes Drama Workshop. Freshwater Theatre</b>	<b>Visit to the Grosvenor Museum &amp; Chester: Roman Workshop  Visit to The Gurdwara</b>
<b>RE</b>						
<p><b>UC 2A.1 Creation/Fall</b> What do Christians learn from the creation story?</p> <p><b>Unit 3.6 Harvest</b> - 3hrs Unpack the meaning and purpose of the Harvest Festival celebrations.</p> <p><b>Non-Christian Link</b> – 2hr Judaism - revisit Sukkot</p>	<p><b>Unit 3.2 Christmas: God with us</b> – 4 hrs Give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now.</p> <p><b>Unit 3.1 Called by God: The Old Testament</b> - 5hrs Give children an opportunity to consider what it means to be called by God and the responses people have made to that call.</p> <p><b>UC 2A.2 People of God?</b> What is it like to follow God?</p>	<p><b>Unit 3.3 Jesus the Man who changed lives &amp; UC 2A.4 Gospel</b> - 6hrs Enable children to gain insight into the impact Jesus had/has on people’s lives. Question</p>	<p><b>Unit 3.4 Easter – Joy, Sadness, Joy &amp; UC 2A.5 Salvation</b> - 5hrs Explore the Easter Story by focusing upon the feelings evoked by the different events throughout Holy Week. Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p><b>Unit 3.5 Rules for Living</b> - 6hrs Give pupils an opportunity to consider the concept and purpose of rules. To examine Christian rules for living and reflect upon their own lifestyle and the influences upon it.</p>	<p><b>Non-Christian Link – Rules/Way of Life</b> - 6hrs Islam; Judaism; Sikhism; Buddhism</p> <p><b>UC 2A.6 Kingdom of God</b> When Jesus left, what was the impact of Pentecost?</p>	
Harvest Festival, thankfulness, sukkot	Emmanuel, Incarnation Prophet, God, Old Testament and the names of the Prophets, ministry and ordination.	Jesus, Mother Teresa and the relevant Bible characters.	Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection	Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament	Judaism, Torah, Scroll, Islam, 5 Pillars, Sikhism, Commandments, 5Ks- Kesh, Kara, Kanga, Kaccha, Kirpan, Langar, Bhuddism, precepts, eight fold path,	
<b>PHSE (Jigsaw)</b>						

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Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<ul style="list-style-type: none"> <li>• Setting personal goals</li> <li>• Self-identity and worth</li> <li>• Positivity in challenges</li> <li>• Rules, rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Responsible choices</li> <li>• Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Family conflict and how to manage it (child-centred)</li> <li>• Witnessing bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult challenges and achieving success</li> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Motivation and enthusiasm</li> <li>• Recognising and trying to overcome obstacles</li> <li>• Evaluating learning processes</li> <li>• Managing feelings</li> <li>• Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Fitness challenges</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe and why it's important</li> <li>• Online and off line scenarios</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Understanding a baby's needs</li> <li>• Outside body changes</li> <li>• Inside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> <li>• Preparing for transition</li> </ul>
welcome, valued achievements, proud, pleased, personal, goal, praise , acknowledge affirm	witness, bystander, bullying, gay, unkind, feelings, tell	review, learning, strengths, success, self-review, celebrate, evaluate	oxygen, heartbeat, lungs, heart, fitness	men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype	changes, birth, animals, babies, mother, growing up
Science					
Working Scientifically	Light	Animals Including Humans	Teeth and Digestion	Rocks	Plants
<ul style="list-style-type: none"> <li>• To ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• To set up simple practical enquiries, comparative and fair tests.</li> <li>• To make systematic and careful</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that we need light in order to see things and that dark is the absence of light</li> <li>• To notice that light is reflected from surfaces</li> <li>• To notice that light is reflected from surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• To identify that they cannot make their own food; they get nutrition from what they eat</li> <li>• To identify that humans and some other animals have skeletons</li> <li>• To identify that humans and some</li> </ul>	<ul style="list-style-type: none"> <li>• To describe the simple functions of the basic parts of the digestive system in humans</li> <li>• To identify the different types of teeth in humans and their simple functions</li> <li>• To construct and interpret a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• To describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how</li> </ul>

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<p>observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <ul style="list-style-type: none"> <li>• To gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• To identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that light from the sun can be dangerous and that there are ways to protect our eyes</li> <li>• To recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• To find patterns in the way that the size of shadows change</li> </ul>	<p>other animals have skeletons for support, protection and movement</p> <ul style="list-style-type: none"> <li>• Identify that humans and some other animals have muscles for movement</li> </ul>	<p>food chains, identifying producers, predators and prey.</p>	<ul style="list-style-type: none"> <li>• To recognise that soils are made from rocks and organic matter</li> </ul>	<p>they vary from plant to plant</p> <ul style="list-style-type: none"> <li>• To investigate the way in which water is transported within plants</li> <li>• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
<p>Enquiry, scientific, skills, similarities, differences, results,</p>	<p>Light, light source, dark, reflection, reflect, reflective,</p>	<p>Healthy, nutrient, energy, saturated fats, unsaturated</p>	<p>Digest, oesophagus, stomach, small intestine, large intestine,</p>	<p>Igneous rock, sedimentary rock, metamorphic rock, magma, lava,</p>	<p>Roots, stem, leaves, flowers, nutrients, evaporation,</p>

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conclusions, predictions, improvements, report, explanations, tables, bar graphs, measurement, thermometers, data loggers, classify, drawings, keys, labelled diagrams	ray, shadow, object, transparent, translucent, opaque, pupil, retina,	fats, carbohydrates, protein, fats, fibre, vitamins, minerals, water, vertebrae, invertebrate, muscles, tendons, joints, endoskeleton, exoskeleton, contract, relax,	rectum, incisor, canine, molar, pre-molar, herbivore, carnivore, omnivore, producer, predator, prey	sediment, permeable, impermeable, fossilisation, palaeontology, erosion	fertilisation, petal, stamen, carpel, sepal, pollination, pollinator, germination, seed dispersal,
<b>D&amp;T</b>					
<b>Design</b>	<b>Make</b>	<b>Evaluate</b>	<b>Technical Knowledge</b>	<b>Cooking &amp; Nutrition</b>	
<ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	
Autumn		Spring		Summer	
<b>Moving Dragons:</b>		<b>Sandwich Snacks – Link to Science</b>		<b>Roman Chariots- Moving Vehicle</b>	
<ul style="list-style-type: none"> <li>To investigate a variety of familiar objects that use air to make them work.</li> <li>To investigate techniques for making simple pneumatic systems.</li> <li>To be able to gather ideas for creating moving dragons</li> <li>To be able to design a dragon including a moving pneumatic system.</li> </ul>		<ul style="list-style-type: none"> <li>To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.</li> <li>To taste a variety of different breads and sandwiches and examine flavours and textures.</li> <li>To design and plan a sandwich for a particular purpose.</li> <li>To be able to create a healthy sandwich.</li> </ul>		<ul style="list-style-type: none"> <li>To investigate a variety of vehicles and their uses and features.</li> <li>To investigate wheels, axles and chassis.</li> <li>To be able to investigate ways of creating and decorating the body of a vehicle.</li> <li>To be able to design a vehicle.</li> <li>To be able to make a vehicle based on a design.</li> </ul>	

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<ul style="list-style-type: none"> <li>To be able to make a dragon with a moving pneumatic part. To be able to evaluate a finished product.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to evaluate a finished product.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to evaluate a finished product.</li> </ul>
Examine, sketch, label, describe, pneumatic, air, toy, design, annotate, evaluate	Nutritional content, sandwiches, fillings, healthy diet, grouping, surveys, design, menus, taste, describe, breads, preference, recipe, design, labelled diagrams, peer reviews, evaluating.	Vehicle, chassis, wheels, axles, modelling equipment, boxes, dowel, evaluate, design
<b>History</b>		
<b>Knowledge of People and Events</b>	<b>Historical Concepts</b>	<b>Enquiry &amp; Interpretation</b>
<ul style="list-style-type: none"> <li>To know and understand the history of the UK as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> </ul>	<ul style="list-style-type: none"> <li>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<ul style="list-style-type: none"> <li>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>
Autumn	Spring	Summer
The Stone Age to Iron Age	Ancient Egyptians	The Romans
<ul style="list-style-type: none"> <li>To understand the meaning of pre-history.</li> <li>To understand how hunter-gatherers survived.</li> <li>To discuss the sources of evidence that help us to learn about the Stone Age &amp; Bronze Age.</li> <li>To understand the history of Skara Brae.</li> <li>To explain how the Bronze Age is different to the Stone Age.</li> <li>To understand what life was like in an Iron Age Hill Fort.</li> </ul>	<ul style="list-style-type: none"> <li>To find out where and when the Egyptians lived and compare them to other periods of history.</li> <li>To understand the importance of the River Nile in Ancient Egypt &amp; the natural resources provided by the Nile.</li> <li>To research famous pharaohs and explore the symbols associated with them</li> <li>To explore how and why the Egyptians built pyramids</li> <li>To research the leisure activities of the Ancient Egyptians.</li> <li>To explore the beliefs associated with and the process of Mummification.</li> <li>To use sources of evidence to find information out about Gods and Goddesses.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the Roman Empire began.</li> <li>To understand how the Roman Army helped the Roman Empire to expand.</li> <li>To understand how Britain became part of the Roman Empire.</li> <li>To use historical sources to research Boudica and how she rebelled against the Romans.</li> <li>To explore how the Romans changed the landscape of Britain.</li> <li>To research the leisure activities of the Romans.</li> <li>To find out what archaeological sites tell us about Roman Britain.</li> <li>To research and compare Roman homes in Britain.</li> <li>To research and explain the legacy left by the Romans.</li> </ul>

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	<ul style="list-style-type: none"> <li>To understand how the Ancient Egyptians communicated.</li> <li>To use sources of evidence to research the discovery of Tutankhamun’s tomb.</li> <li>To investigate the legacy of Cleopatra and some of the different opinions thought about her.</li> </ul>		
Neolithic, Mesolithic, Palaeolithic, Skara Brae, hunter, gatherer, tools, cave art, mammoth, pre-history, artefacts, asset, threat, Iron Age, Stone Age, spear, palaeontologist, archaeologist, fire, flint	Egypt, Egyptian, canopic jar, Mummy, Sarcophagus, desert, pharaoh, mummification, pyramid, Nile, river, amulet, Shabti, tomb, Tutankhamun, farming, Sphinx, Gods, Goddesses, Cleopatra, natron salt, linen, papyrus, artefacts, Scarab, hieroglyphics, desert, Valley of the Kings, Howard Carter	Roman, Empire, gladiator, amphitheatre, emperor, aqueduct, Julius Caesar, villa, Boudicca, landscape, roads, archaeological, sources, army, soldier, chariot, Rome, baths, mosaic, Roman Numerals	
Geography			
Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> <li>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul>	<p>To describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: volcanoes and earthquakes</li> <li>human geography, including: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>To use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world.</li> <li>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.</li> </ul>
Autumn	Spring	Summer	
<ul style="list-style-type: none"> <li>To identify countries, counties and cities of the UK.</li> <li>To identify the river and seas of the UK.</li> <li>To locate and name some of the counties of the UK.</li> <li>To name and locate areas of high ground in the UK.</li> <li>To name and identify different types of land use in Wales &amp; Eccles.</li> <li>To draw a sketch map of the local area.</li> <li>To make observations about the human and physical geography of the local area.</li> </ul>		<ul style="list-style-type: none"> <li>To name the layers under the earth’s surface.</li> <li>To describe how volcanoes are formed.</li> <li>To research famous volcanoes and their eruption patterns.</li> <li>To explain how volcanoes have an affect on local communities.</li> <li>To explain what causes earthquakes and how they are measured.</li> </ul>	

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<ul style="list-style-type: none"> <li>To understand about the key geographical and human features of Wales.</li> <li>To make observations about the human and physical geography of a contrasting locality. To compare and contrast Eccles and Llangollen.</li> </ul>		<ul style="list-style-type: none"> <li>To research famous earthquakes and the impact on local communities.</li> </ul>
Wales, Llangollen, Eccles, compare, contrast, locality, human features, physical features, sketch map, countries, counties cities, river, seas, high ground, topographical map, land use, tourism, industrial, landscape, local residents,		tectonic plates, dormant, extinct, magma, subsoil, crust, mantle, inner core, outer core, topsoil, volcano, active, eruption, earthquake, Richter scale, communities, Pompeii, Mount St Helens, San Andreas Fault

### Art & Design

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

Autumn	Spring	Summer
<p><b>Who were the first artists? Stone Age Art Project.</b></p> <ul style="list-style-type: none"> <li>To explore whom the first artists were in history.</li> <li>To explore the 'Lion Man sculpture'</li> <li>To use clay to create sculptures.</li> <li>To explore colouring mixing, tint, tone and shade.</li> <li>To use mixed media including: oil pastels, coloured crayons, skin tone pencils, charcoal.</li> <li>To learn about the different grades of pencil and pencil techniques (cross hatching)</li> <li>To observe and draw from secondary sources.</li> <li>To explore cave art and how it was created.</li> <li>To understand the difference between a stencil and a template.</li> <li>To explore texture and surfaces.</li> <li>To create Stone Age style art.</li> </ul>	<p><b>Seurat and Pointillism:</b></p> <ul style="list-style-type: none"> <li>To find out who Georges Seurat was and explore his style of art.</li> <li>To explore how to create art in the style of pointillism.</li> <li>To explore how Seurat used colours in his artwork.</li> <li>To explore Seurat's paintings and how he created effects and shading.</li> <li>To explore the work of other Pointillist artists.</li> <li>To be able to create a piece of pointillism artwork.</li> </ul>	<p><b>Plant Art:</b></p> <ul style="list-style-type: none"> <li>To appreciate the work of different artists</li> <li>To develop observational skills</li> <li>To know how to create tints, shades and tones of colours</li> <li>To know how to create depth in an artwork</li> <li>To create sculptures using clay To plan and create a piece of artwork</li> </ul>

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Sculpture, clay, colour mixing, tint, tone, and shade, oil pastels, coloured crayons, skin tine pencils, charcoal, cross hatching, pencil grading, observe, draw, cave art, stencil, template, texture, surfaces		Pointillism, Seurat, Neo-Impressionism, Impressionist, movement, compare, contrast, method, technique, colour, optical mixing, primary, secondary, tertiary colours, colour wheel, complementary colours, shading, dots, light and dark, blend, evaluate, create		Artwork, era, plant based art, botanical illustrations, constant observation, tone, colour, Georgia O’Keeffe, mix, tints, shades, tones, combine, depth, layers, sculpture, material, clay, nature, natural art	
<b>Music</b>					
<b>Perform &amp; Compose</b>			<b>Listen &amp; Understand</b>		
<ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>To improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>			<ul style="list-style-type: none"> <li>To listen with attention to detail and recall sounds with increasing aural memory</li> <li>To use and understand staff/stave and other musical notations</li> <li>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p style="text-align: center;">To develop an understanding of the history of music</p>		
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Let Your Spirit Fly</b>	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing Us Together</b>	<b>Reflect, Rewind &amp; Replay</b>
To learn ‘Let Your Spirit Fly’ along with the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), singing and playing instruments.	To introduce the language of music, theory and composition.	To learn ‘Three Little Birds’ along with the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), singing and playing instruments.  To improvise and compose. To listen and appraise reggae songs. To understand the historical context of musical styles.	To learn ‘The Dragon Song’ (about kindness, respect & friendship) along with the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), singing and playing instruments.	To learn ‘Bringing us Together’ (a disco song about friendship, peace, hope & unity) along with the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), singing and playing instruments. To understand the historical context of musical styles.	To consolidate the learning that has occurred during the year. To understand the context for the History of Music and the beginnings of the Language of Music.
Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.					
<b>P.E.</b>					
Real PE Personal Unit Yoga	Real PE Social Unit Hockey	Real Gym Cognitive Unit Tag Rugby	Real Gym Creative Unit Athletics	Real PE Physical Unit Netball	Real PE Health & Fitness Unit Tennis
Personal, social, cognitive, creative, physical, health and fitness, reflect, coach, cog, personal best, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, stretch, push, pull, step, spring, crawl, still, slowly, tall, long, high, low, roll, copy, jump, land, balance, muscles, joints, symmetrical/asymmetrical, rotation, turn, shape, landing, take-off, flight, performance/evaluation,					



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striking, catching, space, team, speed direction, passing, controlling, shooting, scoring, control, fluency, movement, possession, pass/send/receive, travel with a ball, rules, tactics, batting, fielding, defending, hitting, Keeping possession, passing, dribbling, shooting, support, marking, attackers/defenders, marking, forehand/backhand, stillness, direction, space, body parts, levels, speed, pike, tuck, repetition action and reaction, pattern, dance style, technique, pattern, rhythm, variation, unison, canon, action, reaction

In Addition to this will be spork specific vocabulary which will be introduced where appropriate.

### Languages

Listen	Speak	Understand
<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>	<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>describe people, places, things and actions orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ourselves and Family	Celebrations (Intercultural Understanding)	School	Weather	Hobbies and Sports	Holidays and Travel
Basic greetings Questions and answers Name Age Where I live	Simple colours Basic Christmas nouns Cultural conditions	Classroom commands Classroom equipment nouns	Simple weather nouns in simple sentences Hot/Cold	Sport and hobby nouns	Food and drink nouns Café or restaurant role play Question and answer <i>What would you like? I would like...</i>

### Computing

**Pupils should be taught to:**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

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- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Coding 3.1</b>	<b>Online safety 3.2</b>	<b>Email 3.5</b>	<b>Branching databases 3.6</b>	<b>Simulations 3.7</b>	<b>Graphing 3.8</b>
<ul style="list-style-type: none"> <li>• To use 2Chart to represent a sequential program design.</li> <li>• To design and write a program that simulates a physical system.</li> <li>• To combine a timer in a program with selection.</li> <li>• To use a variable to create a timer.</li> <li>• To explore the use of the repeat command and how this differs from the timer.</li> <li>• To understand the importance of saving periodically as part of the code development process.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> <li>• To understand how the Internet can be used to help us to communicate effectively.</li> <li>• To understand how a blog can be used to help us communicate with a wider audience.</li> <li>• For children to consider if that they read on websites is true?</li> <li>• To look at some 'spooof' websites.</li> <li>• To create a 'spooof' webpage.</li> <li>• To think about why these sites might exist and how to check that the information is accurate.</li> <li>• To learn about the meaning of age restrictions symbols</li> </ul>	<ul style="list-style-type: none"> <li>• To think about the different methods of communication.</li> <li>• To open and respond to an email. To write an email to someone, using an address book.</li> <li>• To learn how to use email safely.</li> <li>• To learn how to use email safely.</li> <li>• To add an attachment to an email.</li> <li>• To explore a simulated email scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• To sort objects using just YES/NO questions.</li> <li>• To complete a branching database using 2Question.</li> <li>• To create a branching database of the children's choice.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at what simulations are.</li> <li>• To explore a simulation.</li> <li>• To analyse and evaluate a simulation.</li> </ul>	<ul style="list-style-type: none"> <li>• To enter data into a graph and answer questions.</li> <li>• To solve an investigation and present the results in graphic form.</li> </ul>

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	<p>on digital media and devices.</p> <ul style="list-style-type: none"> <li>• To discuss why PEGI restrictions exist.</li> <li>• To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</li> </ul>				
Event, if, input, output, object, properties, repeat, computersimulation, selection, timer, variable	Password, internet, blog, concept map, username, website, webpage, spoof website, PEGI rating	Communication, email, compose, send, report to the teacher, attachment, address book, save to draft, password, CC, formatting	Branching database, database, question, data	Simulation	Graph, field, data, bar chart, block graph, line graph, pie chart, row, column