

English

We are reading the text 'The Dragon Machine' and 'The Day the Crayons Quit.'

Writing Focus:

- Character description
- Letter Writing

Grammar Focus:

- Using subordinating and co-ordinating conjunctions
- Using of past and present tense
- Editing and improving sentences

PE We will follow Get set 4 PE and will be learning about yoga and fundamentals.

See Knowledge Organiser for PE.



Computing

To record and present information integrating an appropriate range of media for a given audience. We will also be looking at Online Bullying.

Values & PHSE

We will focus on the values of Freedom, Unity and Co-operation. Jigsaw - celebrating difference. We will challenge stereotypes and think about the positives of difference.

Year 2/3 Autumn Term 2 2024



Fire Fire!

Reading

Children are rewarded every 30 reads with a new rainbow reading bookmark.

We expect children to read at least 4 times a week. In class, we will be reading 'The Day the Crayons Quit', 'The Big Book of Birds' and 'The Robot and the Bluebird'. We will then be answering comprehension questions based on the books.

Science - Animals and their Habitats

What are food chains? What are herbivores, omnivores & carnivores? See Knowledge Organiser for Science
Scientific enquiry - performing simple tests, using observations and ideas to suggest answers to questions.

Maths

Multiplication and division and 3D shape. Year 3 - focusing on multiples of 3, 4 and 8.
See Knowledge Organiser for Maths.

D&T -

Sewing project

We will be designing and making our own Christmas Present pouches. We will research what pouches look like & how they are used before designing our own. Then, we will learn various stitches before creating our own!

History The Great Fire of London!




We learn lots of facts about the fire; where it started, who was responsible, why it spread so easily, why it lasted so long & how it was finally put out. We will also think about sources of information about history and chronology.
See Knowledge Organiser for History.



Knowledge Organiser – The Great Fire of London

Key Events and Facts	
When and where did the fire start?	The fire started on Sunday 2 nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
Why did the fire start?	The fires used for baking were not put out properly.
Why did the fire spread so quickly?	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It has also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
How did people try to put the fire out?	People used leather buckets and water squirts to try to put the fire out but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
How and when was the fire put out?	By Thursday 6 th September, the wind had died down. This meant that people were able to put out the flames.

Key Vocabulary	
bakery	A place that makes bread, cakes etc.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
diary	A book that people write about their lives in.
Firebreak	A gap that stops a fire spreading to nearby buildings.

Key People		
		
Samuel Pepys	Thomas Farriner	King Charles II

Timeline of Events

Monday 3rd September 1666
The fire gets very close to the Tower of London.

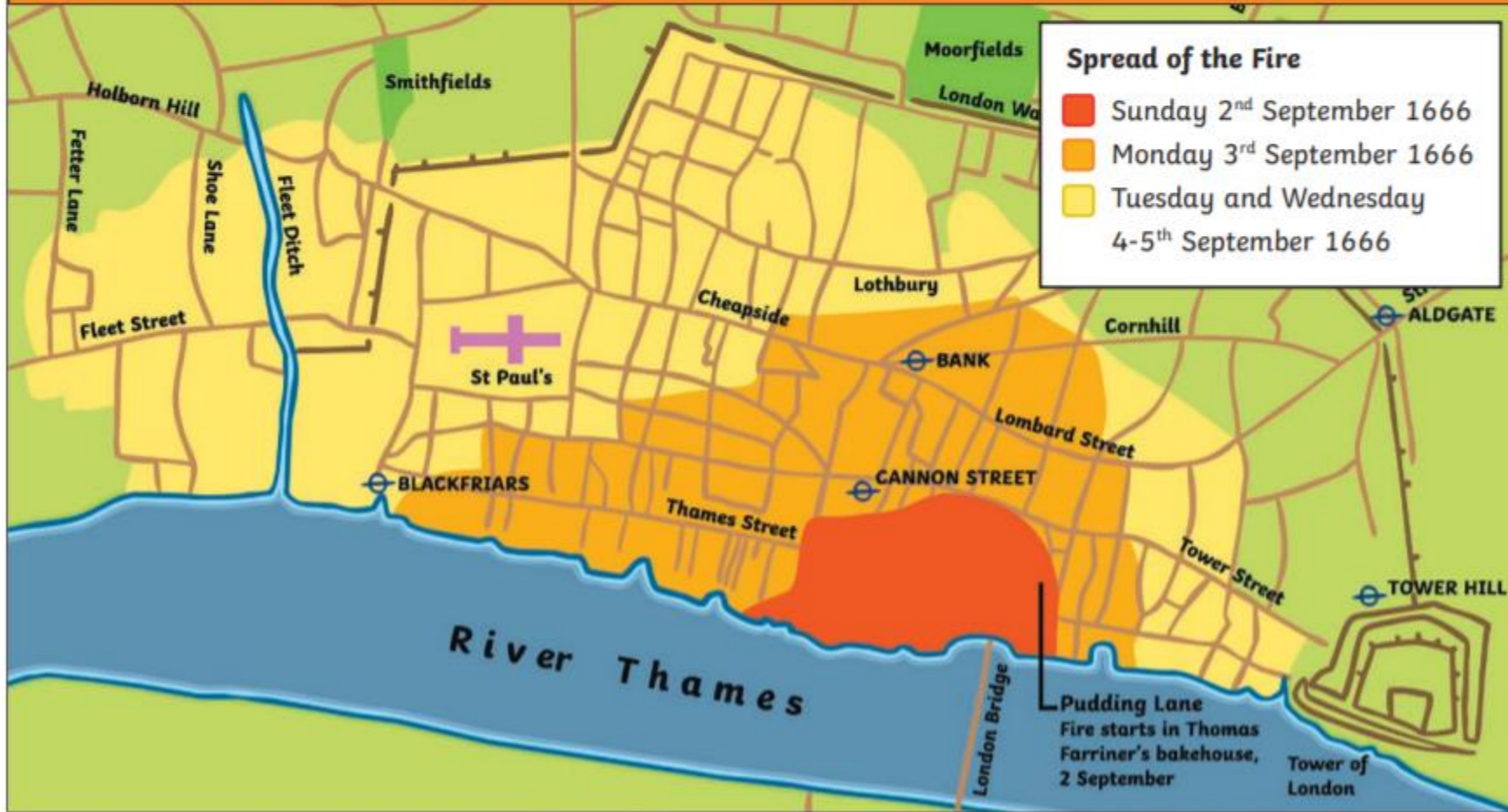
Tuesday 4th September 1666
St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666
The fire starts at 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666
The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666
The fire is finally put out.
Thousands of people are left homeless.

Key Knowledge



	
leather water bucket	St Paul's Cathedral
	
Tower of London	axe
	
water squirt	fire hook

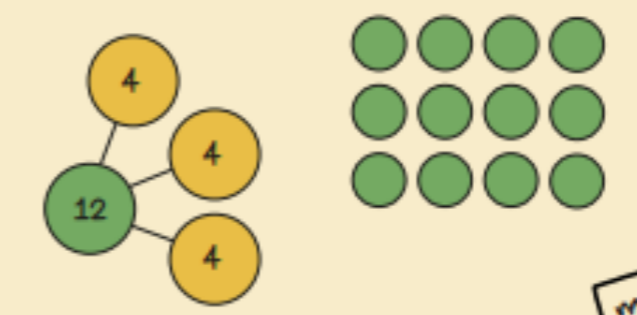
10	10-0									
9	10-1	9-0								
8	10-2	9-1	8-0							
7	10-3	9-2	8-1	7-0						
6	10-4	9-3	8-2	7-1	6-0					
5	10-5	9-4	8-3	7-2	6-1	5-0				
4	10-6	9-5	8-4	7-3	6-2	5-1	4-0			
3	10-7	9-6	8-5	7-4	6-3	5-2	4-1	3-0		
2	10-8	9-7	8-6	7-5	6-4	5-3	4-2	3-1	2-0	
1	10-9	9-8	8-7	7-6	6-5	5-4	4-3	3-2	2-1	1-0
0	10-10	9-9	8-8	7-7	6-6	5-5	4-4	3-3	2-2	1-1

Subtraction Facts

If I know $5 - 2 = 3$
then I also know
 $50 - 20 = 30$



Three groups of four
 $4 + 4 + 4 = 12$



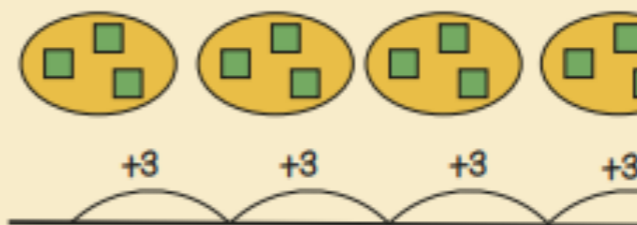
4 multiplied by 3
 $4 \times 3 = 12$

3 groups of 4
 $3 \times 4 = 12$

multiply
equal
share
group
divide



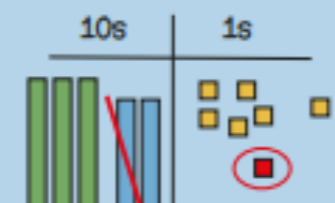
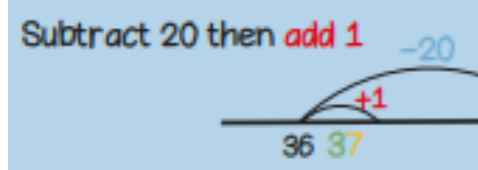
$12 \div 3 = 4$
12 divided equally
into 3 groups



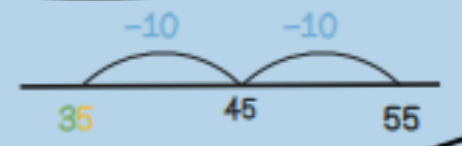
$12 \div 3 = 4$
12 divided equally
into groups of 3

How many 3s
in twelve?

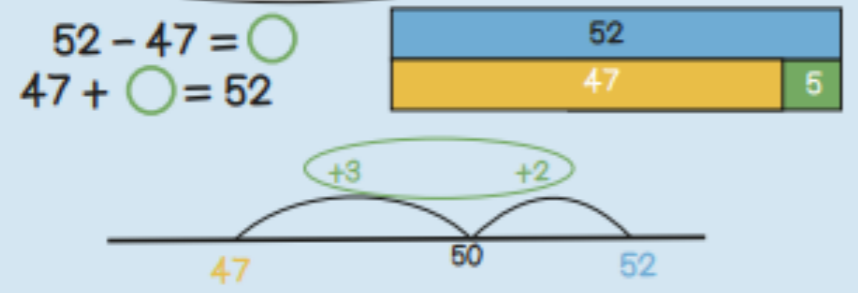
$56 - 19$
Round then adjust



$55 - 20$
Subtract multiples of ten



$52 - 47$
Find the difference between
two numbers



Stop and look.
What do you notice?

subtract
difference
commutative

$52 - 47$ is not equal to $47 - 52$
Subtraction is not commutative

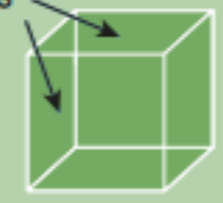
Year 2 Term 2

A cylinder is a 3-D shape
with circles at both ends

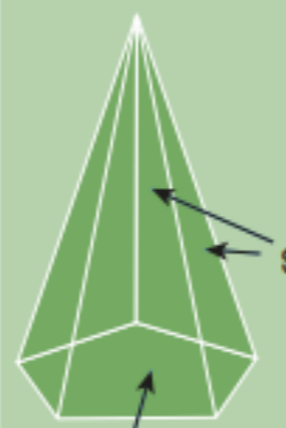


A cone is a 3-D shape with a
circular base and a curved
surface that meets at a
point

All faces are
squares



Some faces are
triangles

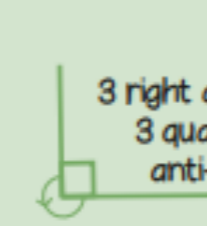


This face is a
pentagon

Clockwise



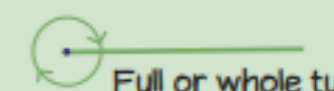
Anti-clockwise



1 right angle turn
or 1 quarter turn
clockwise



2 right angle turns
or 1 half turn
anti-clockwise



Full or whole turn
clockwise

cylinder
face
cone
clockwise
anti-
clockwise

3 right angle turns or
3 quarter turns
anti-clockwise



You Can Do all the multiplication facts of 3

0	x	3	=	0	=	3	x	0
1	x	3	=	3	=	3	x	1
2	x	3	=	6	=	3	x	2
3	x	3	=	9	=	3	x	3
4	x	3	=	12	=	3	x	4
5	x	3	=	15	=	3	x	5
6	x	3	=	18	=	3	x	6
7	x	3	=	21	=	3	x	7
8	x	3	=	24	=	3	x	8
9	x	3	=	27	=	3	x	9
10	x	3	=	30	=	3	x	10
11	x	3	=	33	=	3	x	11
12	x	3	=	36	=	3	x	12

If I know... then I also know...

The digit sum of multiples of 3 is 3, 6 or 9
An odd number multiplied by 3 gives an odd product.

You Can Do all the multiplication facts of 4

0	x	4	=	0	=	4	x	0
1	x	4	=	4	=	4	x	1
2	x	4	=	8	=	4	x	2
3	x	4	=	12	=	4	x	3
4	x	4	=	16	=	4	x	4
5	x	4	=	20	=	4	x	5
6	x	4	=	24	=	4	x	6
7	x	4	=	28	=	4	x	7
8	x	4	=	32	=	4	x	8
9	x	4	=	36	=	4	x	9
10	x	4	=	40	=	4	x	10
11	x	4	=	44	=	4	x	11
12	x	4	=	48	=	4	x	12

multiple factor product

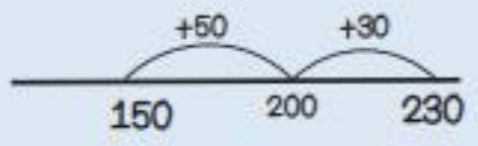
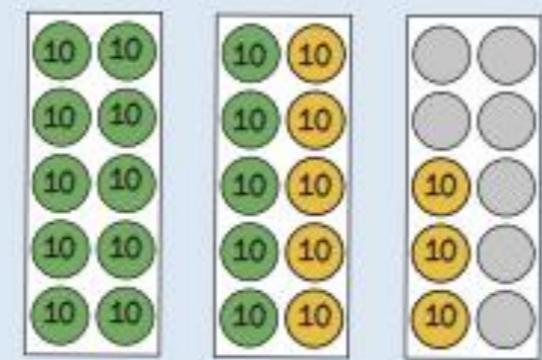
All multiples of 4 are even numbers.
There is a repeating pattern in the ones column: 0, 4, 8, 2, 6

You Can Do all the multiplication facts of 8

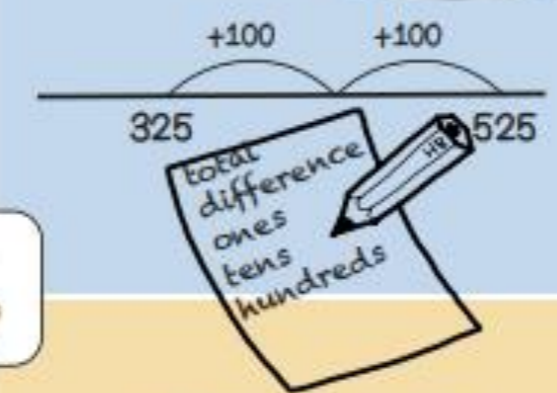
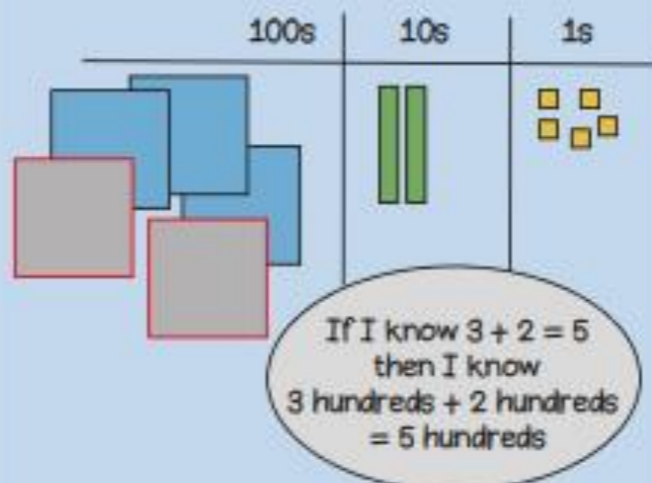
0	x	8	=	0	=	8	x	0
1	x	8	=	8	=	8	x	1
2	x	8	=	16	=	8	x	2
3	x	8	=	24	=	8	x	3
4	x	8	=	32	=	8	x	4
5	x	8	=	40	=	8	x	5
6	x	8	=	48	=	8	x	6
7	x	8	=	56	=	8	x	7
8	x	8	=	64	=	8	x	8
9	x	8	=	72	=	8	x	9
10	x	8	=	80	=	8	x	10
11	x	8	=	88	=	8	x	11
12	x	8	=	96	=	8	x	12

All multiples of 8 are even numbers.
All multiples of 8 are also multiples of 2 and 4

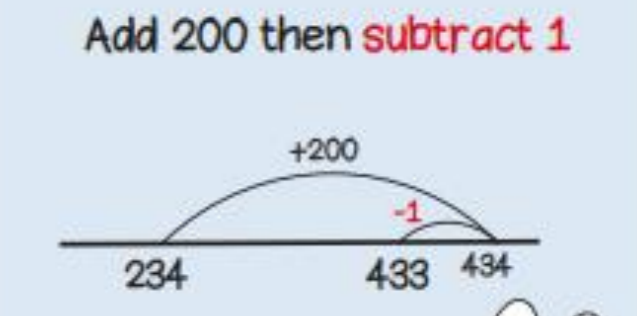
150 + 80
Bridging boundaries



325 + 200
Add multiples of ten and a hundred



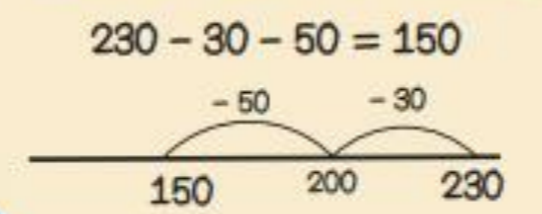
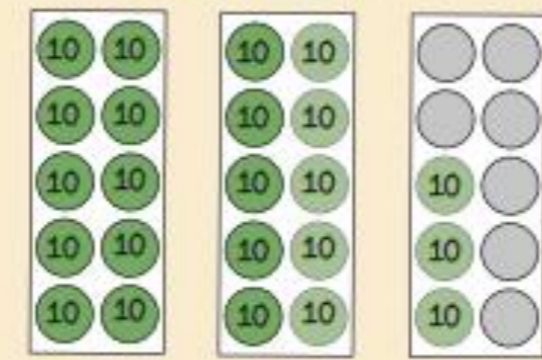
234 + 199
Round then adjust



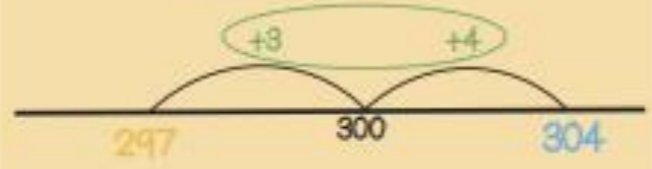
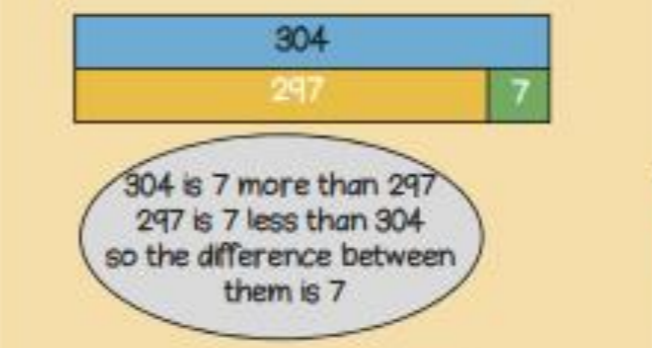
Stop and Look!
What do you notice?
What's the most efficient way?

Year 3 Term 2

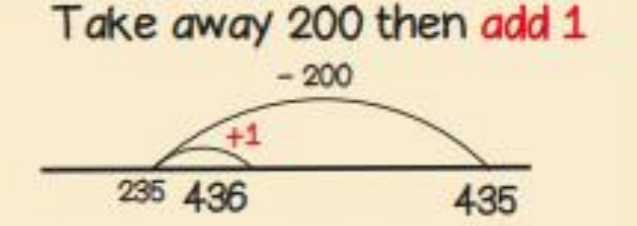
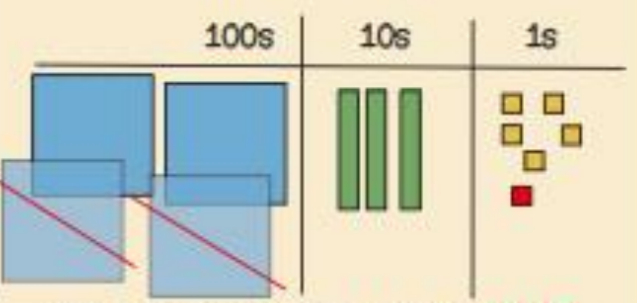
230 - 80
Bridging boundaries by counting back in efficient steps



304 - 297
Find the difference between two numbers



435 - 199
Round then adjust



Animals and their Habitats

Characteristics of Living Things

There are 7 things that all living things do and we call these **life processes**. All animals, including humans, do these and plants do too! We can remember them with the help of Mrs Gren.

Movement

Respiration

Sensitivity

Growth

Reproduction

Excretion

Nutrition



Living, not living or never alive?



living



dead



never living



Roast chicken is **dead** because it was alive but isn't anymore.



A pig is **living**.



A camera is **not living**.

Grouping Animals

We can group animals depending on what type of food they eat.

Herbivores just eat plants.

A rabbit is a herbivore.



Carnivores just eat meat.

A shark is a carnivore.



Omnivores eat both plants and meat.

A gorilla is an omnivore.



Habitats

A habitat is where a living thing lives. Habitats provide things that living things need for the life processes such as food, water and air.

Examples of micro-habitats:

- flower beds
- trees
- bushes
- under rocks/logs
- ponds
- in the grass

Examples of large habitats:

- desert
- mountains
- polar regions
- jungle
- ocean
- savannah

Examples of **habitats**:



woodland



urban



coastal



rainforest



arctic



desert



ocean



river



mountain

Examples of **microhabitats**:



short grass



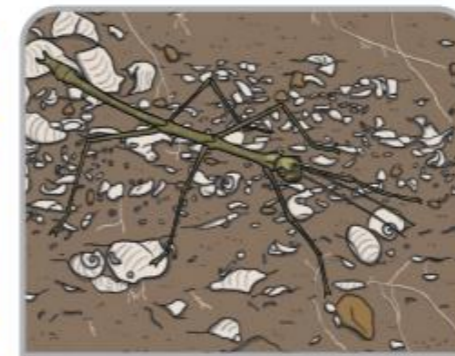
flowers



inside rotting wood



under leaves



in and on soil

Key Vocabulary

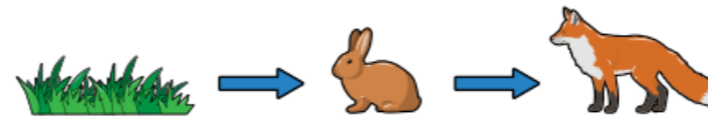
habitat	A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.
microhabitat	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats . The microhabitats have everything they need to survive .
depend	Many living things in a habitat depend on each other. This means they need each other for different things.
survive	This means to stay alive.

life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
living	Things that are living have all the life processes .
dead	Things that are dead were once living . They did have all the life processes but don't now.
never living	Things made out of metal, plastic or rock were never living . They never had the life processes .
food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
food sources	This is the place a living thing's food comes from.

Food Chains

Sometimes, scientists use **food chains** to show what different animals eat in a **habitat**.

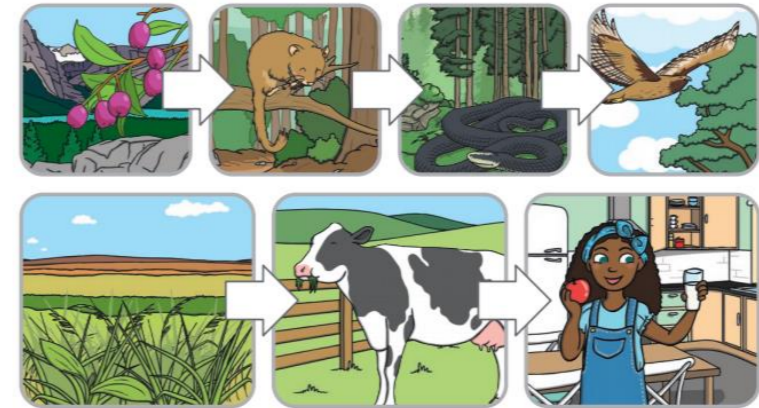
This is a simple food chain:



The arrows mean 'is eaten by'.

The grass is eaten by the rabbit. The rabbit is eaten by the fox.

Food chains. The arrows mean 'is eaten by'.



Key Vocabulary

carnivore	An animal that just eats meat
change	When something becomes different
diet	The food that an animal eats
excretion	To dispose of waste
growth	To get bigger
herbivore	An animal that just eats plants
movement	To change position
nutrition	The food we eat
offspring	The babies that an animal produces
omnivore	An animal that eats both plants and meat
respiration	Taking in has and giving out another (breathing, in humans)
sensitivity	Using your senses (see, smell, hear, touch and taste)

Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge

There are three types of naturally occurring rock.

The diagram illustrates the formation of three types of rocks. On the left, **Igneous** rock is formed from magma cooling. In the middle, **Sedimentary** rock is formed from layers of sediment being pressed together. On the right, **Metamorphic** rock is formed from sedimentary rock under heat and pressure.

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Some words you might use to discuss the properties of a rock:
 hard, soft, **permeable**, **impermeable**, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).

Knowledge Organiser

Fundamentals Year 2

Ladder Knowledge

Running: Putting weight into the front of your feet helps you to step in a balanced position. Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Balancing: Squeezing your muscles helps you to balance.

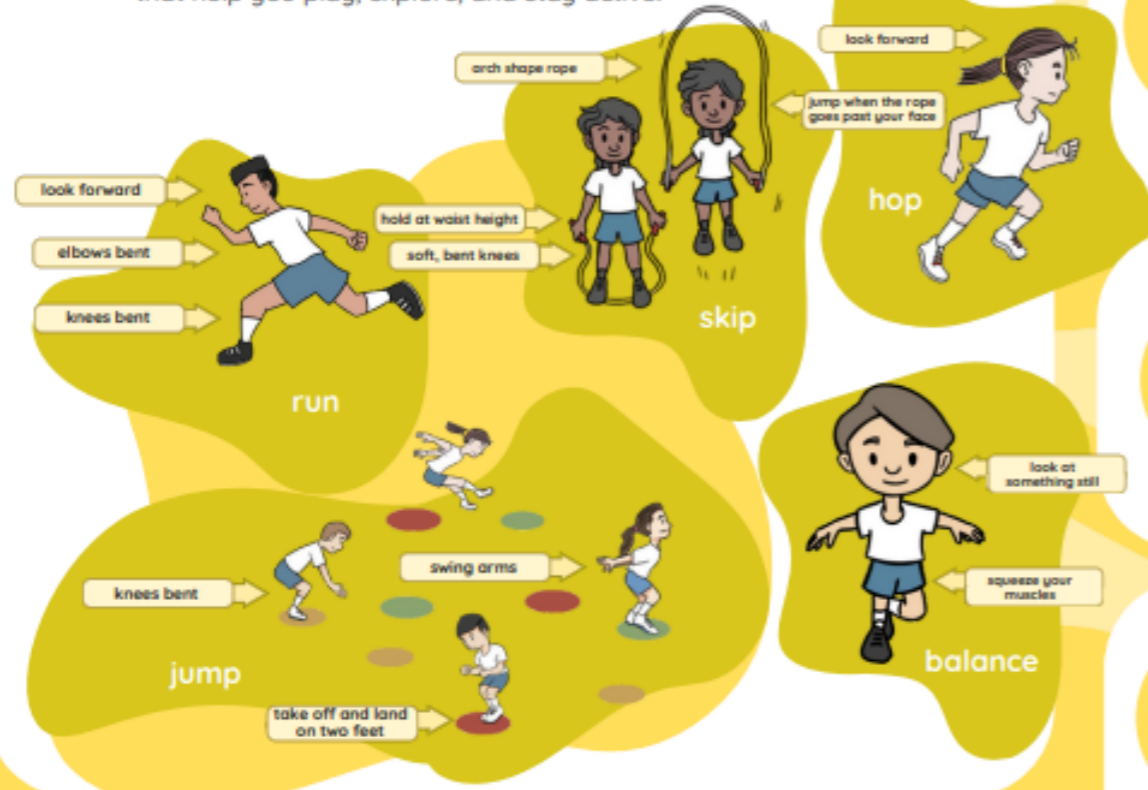
Jumping: Swinging your arms forwards will help you to jump further.

Hopping: If you look straight ahead it will stop you from falling over when you land.

Skipping: Swing opposite arm to leg to help you to balance when skipping without a rope.

About this Unit

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.



Movement Skills

- run
- speed
- agility
- dodge
- balance
- jump
- hop
- skip

This unit will also help you to develop other important skills.

Social collaboration, respect, take turns, communication, encourage others

Emotional determination, honesty, perseverance

Thinking comprehension, make decisions, creativity, use tactics, recall

Strategy

Look at how older children or grown-ups move. You can learn a lot by watching how they run, jump, and play. Then try to copy their moves.

Healthy Participation



Behave and move in a safe way.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Footwork Frenzy

What you need: 6 socks

How to play:

- Place the socks in a straight line with a gap just bigger than the size of your foot in between each sock.
- Begin at one end of the socks and complete the below three times to complete challenge.
 1. Run through the gaps, placing one foot in each. Go as quickly as you can.
 2. Jump two footed in each gap? Then backwards.
 3. Jump feet wide, then feet together in the gaps.
 4. Hopscootch. 1 foot, two feet, 1 foot, 2 feet etc
 5. Rotate to turn sideways on each jump in the gaps.



www.getset4education.co.uk

Key Vocabulary



balance		
dodge	land	sprint
hop	run	swing
hurdle	skip	take off
jump	speed	weight



If you enjoy this unit why not see if there is an athletics club in your local area.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- be stronger

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

About this Unit

Fundamental movement skills are the basic movements that you use throughout life. These skills involve different parts of your body and help you do things like running, jumping, and balancing. They're like the building blocks for all the other sports and activities you'll do in your life. So, when you practice these skills, you're getting better at moving your body in different ways, which makes it easier for you to play games and sports, and even just have fun with your friends!

- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.



Can you think of any other examples of when these elements would be useful?



Key Vocabulary



agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
rhythm: a strong, regular repeated pattern of movement
take off: how you leave the ground e.g. one foot or two feet.
technique: the action used correctly

Ladder Knowledge



Running:
 Leaning slightly forwards helps to increase speed.
 Leaning slightly backwards helps you to slow down.

Agility helps us with everyday tasks.

Balancing:

Balance helps us with everyday tasks.

Jumping and hopping:

If you jump and land quickly, you will travel further.

Skipping:

Turn the rope from your wrists with wide hands to create a gap to step through.

Movement Skills

- balance
- run
- dodge
- hop
- jump
- skip

This unit will also help you to develop other important skills.

Social respect, communication, co-operation, safety

Emotional determination, perseverance, honesty, independence

Thinking comprehension, select and apply, tactics, exploration

Strategy

Try to develop your fundamental movement skills in everyday activities e.g. standing on one foot while brushing your teeth will develop balance and co-ordination. Hopping or jumping to the kitchen will give you a chance to develop these skills.

Healthy Participation



- Move in a safe way both with and without equipment.
- Ensure that all equipment is stored safely when not in use.

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Stick Lunge

What you need: 2 players and stick e.g. a broomstick / mop

How to play:

- Players take it in turns to perform a lunge action.
- Knees low, back straight, chest facing forwards.
- Lift the stick horizontally in front, with arms locked straight.
- The other player attempts to destabilise the lunge by pushing and pulling the stick at the ends.
- The player lunging tries to stay balanced and controlled in their lunge position throughout.
- Count for 30 seconds and switch over.
- Repeat with the opposite leg forward.



www.getset4education.co.uk

If you enjoy this unit why not see if there is an athletics club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

About this Unit

Imagine a fun and relaxing activity that's like a magical adventure for your body and mind – that's yoga! Yoga is a special kind of exercise that makes your body strong, flexible, and happy.

In yoga, you get to do different poses, kind of like pretending to be things from nature. Yoga also teaches you how to take deep, calm breaths. Breathing is like magic because it helps you feel relaxed and focused.

And guess what? Yoga isn't just about moving your body and breathing. It's also about using your imagination and being mindful. Being mindful means paying close attention to how your body and mind feel in the present moment. It's like taking a little break from the busy world around you to be kind to yourself.

balance

look at something still



Yoga will help my body with:

strength

squeeze your muscles



flexibility

breathe out to stretch a little further



co-ordination

move slowly to move from one pose to another

Key Vocabulary



breath

choose

create

flexibility

flow

focus

perform

pose

strength



If you enjoy this unit why not see if there is a yoga club in your local area.

Ladder Knowledge



Balance:

you can squeeze your muscles to help you to balance.

Flexibility:

flexibility helps you to stretch your muscles and increase the movement in our joints.

Strength:

strength helps you with everyday tasks such as carrying your school bag.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

This unit will also help you to develop other important skills.

Social respect, leadership, work safely, collaboration

Emotional confidence, perseverance, honesty, focus, identify feelings

Thinking create, select and apply, comprehension, decision making, reflection

Strategies

- Use breathing activities and poses to help you feel calm and relaxed.
- Use breathing activities and poses to help you notice how you feel about a situation.

Healthy Participation



- Don't wear shoes or socks to make sure that you do not slip.
- Stretch slowly and breathe deeply, never force a pose.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible
- be stronger

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

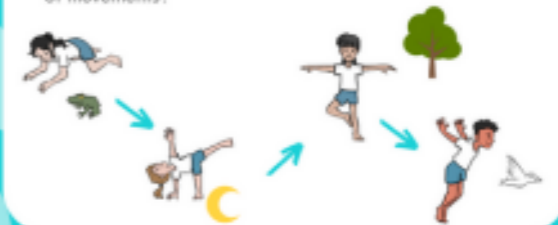


Nature Walk

What you need: an outside space

What to do:

- Head outside and find four things in nature that you can use to inspire your poses. For example, a tree or a bird.
- Using your four things, can you create a pose that represents each one?
- Can you link your four poses together to create a sequence of movements?



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



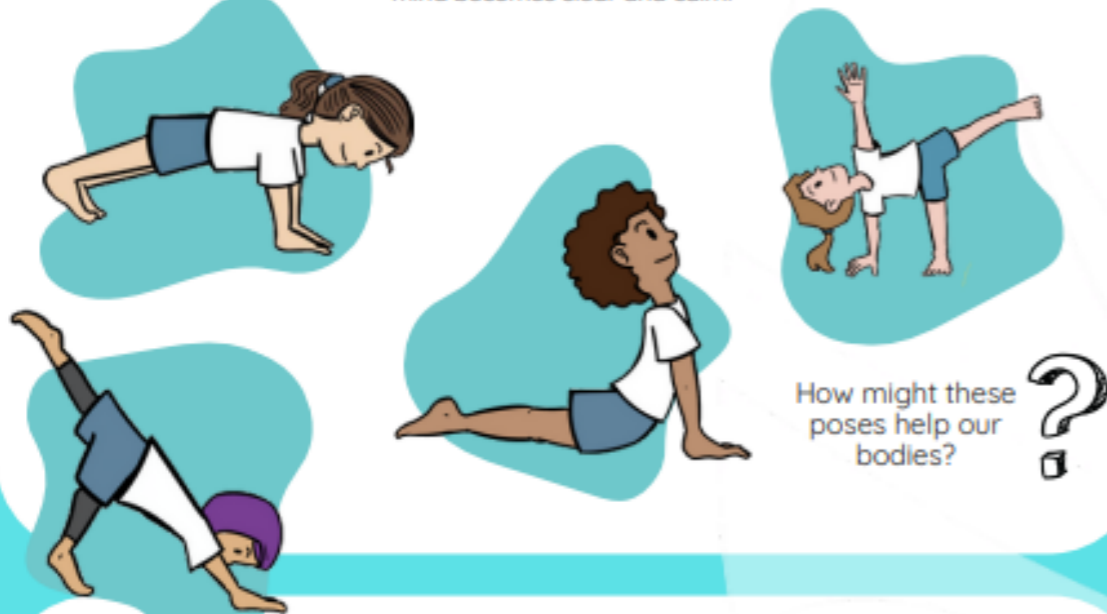
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Knowledge Organiser

Yoga Year 3

About this Unit

Yoga helps our bodies and our minds. We use poses (like balances) to create sequences of movement, called a flow. Throughout the unit we will look at three key ways that yoga can help our body: improving our balance, flexibility and strength. We will also be thinking about how yoga can help develop mindfulness. Imagine your mind is like a snow globe. When you shake the globe (like if you feel excited or upset), the snow moves around. Mindfulness is like letting the snow settle down. Try taking a deep breath in and as you breathe out, the snow starts to settle, your mind becomes clear and calm.



Key Vocabulary

- base:** body parts that support weight
- breath:** moving air in and out of your body
- contact:** points of your body that touch the floor
- control:** being able to perform a skill with good technique
- extend:** to make longer
- flexibility:** the ability of muscles and joints to move through a range of motion
- flow:** a yoga sequence
- hinge:** movement from a joint e.g. hips
- link:** to join together
- mindfulness:** to bring attention to experiences occurring in the present moment
- pose:** a position, usually still
- strength:** the amount of force your body can use
- stretch:** reach
- tilt:** move to one side



Ladder Knowledge



Balance:
Use the whole of the body part in contact with the floor, it will help you to balance.

Flexibility:
If you move as you breathe out you can stretch a little bit further.

Strength:
You will need to use different body parts and muscles for different poses.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

This unit will also help you to develop other important skills.

Social collaboration, share ideas, work safely, support others

Emotional honesty, confidence, awareness of others, perseverance

Thinking comprehension, select and apply, identify areas of strength and areas for development, reflection

Strategies

Use your breath to help you to focus.

Your breath can be like a superpower for your brain. Your brain loves it when you take big, deep breaths. Imagine your brain is like a busy playground, with lots of thoughts running around. Sometimes, these thoughts can make it hard to pay attention or feel calm.

Here's where your breath swoops in. When you take slow, deep breaths, it's like you're telling your brain to take a break helping your brain relax and focus.

When you're doing your homework, playing a game, or even feeling a bit wiggly, remember to take a few deep breaths. Your brain will thank you!

Healthy Participation



- No shoes or socks to make sure you do not slip.
- Listen to your body, be mindful not to over extend and stop if a pose is uncomfortable.
- Stretch slowly and breathe deeply, never force a pose.

If you enjoy this unit why not see if there is a yoga club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



A pose that...

What you need: a flat space



How to play:

- Practise each of the poses above.
 - Using the following statements, choose a pose that:
 - You found the easiest to do
 - You found the most challenging
 - Uses four body parts in contact with the ground
 - Stretched your back
 - Decide on an order for the four poses you have selected and perform them as a flow (linking the four poses together).
- Remember to move slowly and breathe deeply.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Y3 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I understand that everybody's family is different and important to them and appreciate my own family/ people who care for me.
- I understand that differences and conflicts sometimes happen among family members.
- I know how to calm myself down and can use the 'Solve it together' technique.
- I know what it means to be a witness to bullying.
- I know some ways of helping to make someone who is bullied feel better.
- I know that witnesses can make the situation better or worse by what they do.
- I can problem-solve a bullying situation with others.
- I recognise that some words are used in hurtful ways and will try not to use hurtful words.
- I can tell you about a time when my words affected someone's feelings and what the consequences were.
- I can give and receive compliments and know how [this feels](#).

Weekly Celebrations

Week 1: Accept that everyone is different

Week 2: Include others when working and playing.

Week 3: Know how to help when someone is being bullied.

Week 4: Try to solve problems.

Week 5: Use kind words.

Week 6: Know how to give and receive compliments.

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique, and we should respect and celebrate everyone's differences.

Anti-bullying week: One Kind Word



Our Values of the term: Patience and Peace



Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Conflict	A serious disagreement or argument.
Solution	The act or process of solving a problem or question.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bystander	Someone who happens to be present when something takes place but does not take part in it.
Witness	A person who sees or hears something that happened.
Gay	Sexual or romantic attraction to people of the same sex.
Consequences	something that happens as a result of behaving in a particular way.

Y2 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I start to understand that sometimes people make assumptions about boys and girls (stereotypes).
- I understand some ways in which boys and girls are similar and feel good about this.
- I understand some ways in which boys and girls are different and accept that this is OK.
- I understand that bullying is sometimes about difference.
- I can tell you how someone who is bullied feels and be kind to children who are bullied.
- I can recognise what is right and wrong and know how to look after myself
- I know when and how to stand up for myself and others if I am being bullied.
- I understand that it is OK to be different from other people and to be friends with them
- I understand that we shouldn't judge people if they are different from us.
- I know how it feels to be a friend and have a friend
- I can tell you some ways I am different from my friends and know these differences make us all special and unique

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique, and we should respect and celebrate everyone's differences.

Anti-bullying week: One Kind Word



Our Values of the term: Patience and Peace



Key Vocabulary

Similarities	Being similar.
Stereotypes	A fixed idea that many people have about a thing or a group that may often be untrue or only partly true.
Assumptions	Something that is supposed or believed without questioning.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bully	Someone who hurts someone else. This could be by name calling, hitting, pushing, spreading rumours, threatening or undermining someone.
Diversity	Differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.
Unique	Being the only one of its kind.

Weekly Celebrations

Week 1: Accept that everyone is different

Week 2: Include others when working and playing.

Week 3: Know how to help when someone is being bullied.

Week 4: Try to solve problems.

Week 5: Use kind words.

Week 6: Know how to give and receive compliments.