

Year 3 Summer 1						
	Learning Step 1	Learning Step 2	Learning Step 3	Learning Step 4	Learning Step 5	Learning Step 6
Learning Objective	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • that regular exercise such as walking or cycling has positive benefits for their mental and physical health 	<ul style="list-style-type: none"> • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally 	<ul style="list-style-type: none"> • what can help people to make healthy choices and what might negatively influence them 	<ul style="list-style-type: none"> • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	British Values explicit teaching	British Values explicit teaching
Key Vocab	positive, negative, exercise, healthy, unhealthy	balanced diet, habit	choice			

Year 3 Summer 2						
	Learning Step 1	Learning Step 2	Learning Step 3	Learning Step 4	Learning Step 5	Learning Step 6
Learning Objective	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) 	<ul style="list-style-type: none"> • to recognise how strengths and interests form part of a person's identity 	<ul style="list-style-type: none"> • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen 	<ul style="list-style-type: none"> • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	British Values explicit teaching
Key Vocab	personal identity			hazard, risk		

Vocabulary encountered in previous year group may/will be referred to as part of our spiral curriculum, which revisits previous concepts.