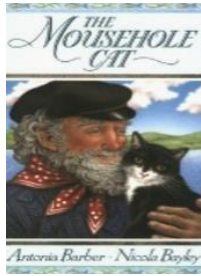
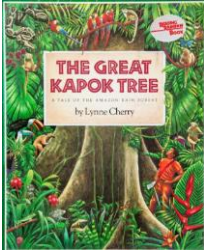
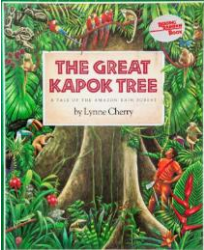
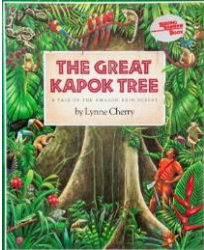
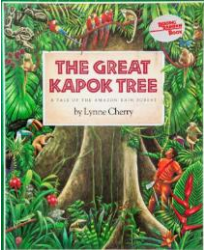




Year 3 Spring 2 Explore and Enquire MTP							
<p>Theme: Rainforests Driver: Geography and History The Big Question: What is life like in a rainforest?</p>				<p>Reading for Pleasure Class Novel: The Mousehole Cat</p> 			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Unit: Newspaper Reports</p> <p>Supporting Text: The Great Kapok Tree</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p>Cross curricular – geography</p>	<p>Unit: Newspaper Reports</p> <p>Supporting Text: The Great Kapok Tree</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p>	<p>Unit: Narrative</p> <p>Supporting Text: The Great Kapok Tree</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>	<p>Unit: Narrative</p> <p>Supporting Text: The Great Kapok</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>	<p>Unit: Narrative</p> <p>Supporting Text: The Great Kapok Tree/Short film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>	<p>Unit: Narrative</p> <p>Supporting Text: The Great Kapok Tree/Short film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organising paragraphs around a theme in narratives, creating settings, characters and plot extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>	

	Enrichment	<p>Launch: Create rainforest in classroom. Trip to butterfly house. Have own butterfly garden to watch butterflies grow.</p> <p>Key Questions: Can you imagine living in a rainforest? Would you like to live in a rainforest? Why would living in a rainforest be exciting?</p> <p>Media/Visual Literacy: Rainforest videos- set scene of being in a rainforest. Tour of rainforest using maps.</p>						
Visit to	SPAG Focus	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	
	Guided Reading	<p>Text: The Abominables by Eva Ibbotson</p> <p>Rainforest Habitat https://kids.nationalgeographic.com/nature/habitats/article/rain-forest</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>Cross curricular – Geography</p>	<p>Text: The Abominables by Eva Ibbotson</p> <p>Maya Civilisation https://kids.britannica.com/kids/article/Maya/353445</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>Cross curricular – History</p>	<p>Text: The Abominables by Eva Ibbotson</p> <p>A Trillion Tropical Leaves Poem</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>Cross curricular – Geography</p>	<p>Text: The Abominables by Eva Ibbotson</p> <p>Eid ul Fetr https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-eid-ul-fitr/</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>Cross curricular – RE - Muslim</p>	<p>Text: The Abominables by Eva Ibbotson</p> <p>St George and The Dragon Poem</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>	<p>Text: The Abominables by Eva Ibbotson</p> <p>Rules of Football – FA https://www.thefa.com/football-rules-governance/lawsandrules</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>Cross curricular – PE - football</p>	

		<p>Unit: White Rose – Mass and Capacity Lesson 9 – Equivalent capacities and volumes (litres and millilitres) Lesson 10 – Compare capacity and volume Lesson 11 – Add and subtract capacity and volume</p> <p>Unit: White Rose – Fractions Lesson 1 – Add fractions Lesson 2 – Subtract fractions</p> <p>NC Link: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes</p>	<p>Unit: White Rose – Fractions Lesson 3 – Partition the whole Lesson 4 – Unit fractions of a set of objects Lesson 5 – Non-unit fractions of a set of objects Lesson 6 – Reasoning with fractions of an amount</p> <p>NC Link: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes</p>	<p>Unit: White Rose – Money Lesson 1 – Pounds and pence Lesson 2 – Convert pounds and pence Lesson 3 – Add money Lesson 4 – Subtract money Lesson 5 – Find change</p> <p>NC Link: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes</p>	<p>Unit: White Rose – Money Lesson 1 – Roman numerals to 12 Lesson 2 – Tell the time to 5 minutes Lesson 3 – Tell the time to the minute Lesson 4 – Read time on a digital clock Lesson 5 – Use a.m. and p.m.</p> <p>NC Link: add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Unit: White Rose – Money Lesson 6 – Years, month and days Lesson 7 – Days and hours Lesson 8 – Hours and minutes – use start and end times Lesson 9 – House and minutes – use duration Lesson 10 – Minutes and seconds</p> <p>NC Link: add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Unit: White Rose – Money Lesson 11 – Units of time Lesson 12 – Solve problems with time</p> <p>Unit: White Rose – Shape Lesson 1 – Turns and angles Lesson 2 – Right angles Lesson 3 – Compare angles</p> <p>NC Link: tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by particular events or tasks]</p>	<p>Unit: White Rose – Shape Lesson 4 – Measure and draw accurately Lesson 5 – Horizontal and vertical Lesson 6 – Parallel and perpendicular Lesson 7 – Recognise and describe 2-D shapes Lesson 8 – Draw polygons</p> <p>NC Link: tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by particular events or tasks]</p>
	Science	<p>Unit: Animals including Humans <u>Lesson: How do humans get the nutrition they need?</u></p> <p>NC Link: 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</p>	<p>Unit: Animals including Humans <u>Lesson: What sort of diet is needed in order to stay healthy?</u></p> <p>NC Link: 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</p> <p>Cross curricular – PE/PSHE</p>	<p>Unit: Animals including Humans <u>Lesson: Which foods do different animals eat?</u></p> <p>NC Link: 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</p>	<p>Unit: Animals including Humans <u>Lesson: What do our pets eat?</u></p> <p>NC Link: 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</p>	<p>Unit: Animals including Humans <u>Lesson: How do skeletons vary between animals?</u></p> <p>NC Link: identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Unit: Animals including Humans <u>Lesson: How do our bones protect us and muscles help us move?</u></p> <p>NC Link: identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	

	Computing	<p><u>Unit: Data and Information</u></p> <p><u>Lesson: Yes or No Questions</u></p> <p><u>NC Link</u> 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</p>	<p><u>Unit: Data and Information</u></p> <p><u>Lesson: Making Groups</u></p> <p><u>NC Link</u> 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</p>	<p><u>Unit: Data and Information</u></p> <p><u>Lesson: Creating a Branching Database</u></p> <p><u>NC Link</u> 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</p>	<p><u>Unit: Data and Information</u></p> <p><u>Lesson: Structuring a Branching Database</u></p> <p><u>NC Link</u> 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</p>	<p><u>Unit: Data and Information</u></p> <p><u>Lesson: Using a Branching Database</u></p> <p><u>NC Link</u> 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</p>	<p><u>Unit: Data and Information</u></p> <p><u>Lesson: Two ways of Presenting Information</u></p> <p><u>NC Link</u> 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</p> <p>Cross curricular – maths/science</p>	
	Art & Design				<p><u>Unit: TEXTURE</u></p> <p><u>Lesson: Exploring texture</u> How does Rousseau use texture?</p> <p><u>NC Link:</u> taught about great artists, architects and designers in history. 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] to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Cross curricular - history</p>	<p><u>Unit: TEXTURE</u></p> <p><u>Lesson: Exploring texture</u> Can I use texture?</p> <p><u>NC Link:</u> taught about great artists, architects and designers in history. 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] to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><u>Unit: TEXTURE</u></p> <p><u>Lesson: Creating rainforest animal</u> Can I use texture?</p> <p><u>NC Link:</u> taught about great artists, architects and designers in history. 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] to create sketch books to record their observations and use them to review and revisit ideas</p>	

	Design & Technology	<p>Unit: Construction</p> <p><u>Lesson: Research</u></p> <p>How and where are plants kept?</p> <p>NC Link: 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</p> <p>Cross curricular – science - plants</p>	<p>Unit: Construction</p> <p><u>Lesson: Design</u></p> <p>What is the purpose of my planter?</p> <p>NC Link: 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</p>	<p>Unit: Construction</p> <p><u>Lesson: Evaluate</u></p> <p>How successful was my planter?</p> <p>NC Link: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>				
	Geography				<p>Unit: Rainforests</p> <p><u>Lesson: Map Skills and Field Work</u></p> <p>Can I find my way through a forest?</p> <p>NC Link: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Unit: Rainforests</p> <p><u>Lesson: Physical geography</u></p> <p>What are the layers of the rainforest?</p> <p>NC Link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		
	History	<p>Unit: Mayans</p> <p><u>Lesson: Significant People and Impact</u></p> <p>Who was Pakal the Great?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>	<p>Unit: Mayans</p> <p><u>Lesson: Childhood</u></p> <p>What games did the Mayas play?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>	<p>Unit: Mayans</p> <p><u>Lesson: Life and Death</u></p> <p>What was life like for the Ancient Mayas?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>			<p>Unit Mayans</p> <p>Lesson: Legacy</p> <p>What was the legacy of the Mayan civilisation?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>	

	MFL	<u>Unit: Twinkl Spanish – The People Around Me</u> <u>Lesson 1 – Meet My Family</u> NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – The People Around Me</u> <u>Lesson 2 – Have You Got Any Pets?</u> NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – The People Around Me</u> <u>Lesson 3 – The Alphabet</u> NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – The People Around Me</u> <u>Lesson 4 – What’s Their Name?</u> NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – The People Around Me</u> <u>Lesson 5 – How Do You Spell...?</u> NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – The People Around Me</u> <u>Lesson 6 – Let’s Recap!</u> NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	
	Music	<u>Inspire Music: Drums</u>	<u>Inspire Music: Drums</u>	<u>Inspire Music: Drums</u>	<u>Inspire Music: Drums</u>	<u>Inspire Music: Drums</u>	<u>Inspire Music: Drums</u>	
	PE	<u>Unit: Invasion Games-Football and Net Games-Tennis</u> <u>Lesson:</u> Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Unit: Invasion Games-Football and Net Games-Tennis</u> <u>Lesson:</u> Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Unit: Invasion Games-Football and Net Games-Tennis</u> <u>Lesson:</u> Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Unit: Invasion Games-Football and Net Games-Tennis</u> <u>Lesson:</u> Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Unit: Invasion Games-Football and Net Games-Tennis</u> <u>Lesson:</u> Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Unit: Invasion Games-Football and Net Games-Tennis</u> <u>Lesson:</u> Play competitive games and apply basic principles suitable for attacking and defending Working with a partner to perform a Cooperative Rally NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	
	RE	<u>Unit: Signs and Symbols</u> <u>Lesson:</u> EXPLORE Why are symbols important?	<u>Unit: Signs and Symbols</u> <u>Lesson:</u> EXPLORE Why are symbols important?	<u>Unit: Signs and Symbols</u> <u>Lesson:</u> REVEAL Why are symbols important?	<u>Unit: Signs and Symbols</u> <u>Lesson:</u> REVEAL Why are symbols important?	<u>Unit: Signs and Symbols</u> <u>Lesson:</u> REVEAL Why are symbols important?	<u>Unit: Signs and Symbols</u> <u>Lesson:</u> RESPOND Why are symbols important?	

	PSHE	<p><u>Jigsaw Unit: Healthy Me</u></p> <p><u>Lesson: Being Fit and Healthy</u> understand how exercise affects my body and know why my heart and lungs are such important organs set myself a fitness challenge</p> <p>Cross curricular – science – the body</p>	<p><u>Jigsaw Unit: Healthy Me</u></p> <p><u>Lesson: Being Fit and Healthy</u> know that the amount of calories, fat and sugar I put into my body will affect my health know what it feels like to make a healthy Choice</p>	<p><u>Jigsaw Unit: Healthy Me</u></p> <p><u>Lesson: What do I know about Drugs?</u> tell you my knowledge and attitude towards drugs identify how I feel towards drugs</p>	<p><u>Jigsaw Unit: Healthy Me</u></p> <p><u>Lesson: Being Safe</u> identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services express how being anxious or scared feels</p>	<p><u>Jigsaw Unit: Healthy Me</u></p> <p><u>Lesson: Safe or Unsafe</u> identify when something feels safe or unsafe take responsibility for keeping myself and others safe</p>	<p><u>Jigsaw Unit: Healthy Me</u></p> <p><u>Lesson: My Amazing Body</u> understand how complex my body is and how important it is to take care of it respect my body and appreciate what it does for me</p>	
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