

Big Question: How can I have a healthy body and mind?

Year: 3		Term: Spring 1
<p>Introduction to the topic: This half term's theme across the school is 'Imagination and Make Believe'. During the pre-learning challenge, ask the children to discuss what it means to have a healthy body and a healthy mind. Address any misconceptions the children have (e.g. when we talk about mental health they link it to mental illness/ thinking that you are 'born' good at sport/dance/gymnastics etc. so unless you have a natural talent, there is no point taking part). Make a list of all the ways you and the children help yourself to be healthy (e.g. what and when you eat, how you exercise, how you look after relationships, how much TV you watch, what you watch etc.). Then ask the children to complete the pre-learning challenge.</p>		
English	Maths	History/Geography
<p><i>Fairy and Traditional Tales</i> Writing and retelling well-known tales, writing alternative versions using the texts: Pinocchio Rumpelstiltskin</p>	<p>Maths: No Problem! Length Mass Volume</p>	
Art and Design	Design and Technology	PSHE and Citizenship
<p>Painting and Mixed Media Prehistoric Painting Reflecting on the purpose of cave art paintings and introducing a sense of proportion when drawing an animal.</p>	<p>Nutrition Eating seasonally Learning about seasonal foods and using their understanding to create a seasonal food tart.</p>	<p>Jigsaw scheme of work Dreams and Goals <i>Difficult challenges and achieving success</i> <i>Dreams and ambitions</i> <i>New challenges</i> <i>Motivation and enthusiasm</i> <i>Recognising and trying to overcome obstacles</i> <i>Evaluating learning processes</i> <i>Managing feelings</i> <i>Simple budgeting</i></p>
Science	RE	Computing
<p>Animals Including Human Skeleton and muscles</p>	<p>2022 Newham Agreed Syllabus <i>How are symbols important in religion? Investigating the relationship between religion and symbols.</i> What do the special symbols in Christian and Islamic art represent?</p>	<p>NCCE Scheme of Work Programming A Sequencing sounds</p>
PE	Music	Spanish
<p>Specialist teacher Rowing Class teacher Dance Weather Unit from Complete PE</p>	<p>Project Earth Rock Fossil Fuels and Carbon Footprints</p>	<p>My house and its furniture Pupils will learn about the furniture in the different rooms. Children will also learn some prepositions of place and will describe their ideal room in detail using a range of adjectives.</p>

Links to the National Curriculum (what must be covered) and assessment descriptors:

English

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- The suffix –ation and ‘ly.
- Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian.

Comprehension

- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying and discussing themes and conventions in *and across* a wide range of writing.

Writing Transcription

Use further suffixes and understand how to add them.

Writing Composition

- Plan their writing by: discussing and recording ideas.
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively, building a varied and rich vocabulary and an increasing range of sentence structures.

Vocab, Grammar, Punctuation

- Using the present perfect form of verbs in contrast to the past tense.
- Using conjunctions, adverbs and prepositions to express time and cause.

Maths

Maths – No Problem! Chapters 5, 6 and 7

Length

Mass

Volume

Art and Design

Make

- Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.
- Mix colours with greater accuracy and begin to consider how colours can be used expressively.
- Explore contrasting and complimentary colours.
- Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping.
- In sketchbooks, use collage as a means of collecting ideas.

Knowledge of artists

- Use subject vocabulary to describe and compare creative works.
- Use their own experiences to explain how art works may have been made.

Evaluate

- Confidently explain their ideas and opinions about their own and other’s art work, giving reasons.
- Use sketchbooks as part of the problem-solving process and make changes to improve their work.

Working Towards

I can describe what happens to a paint colour when water is added.

Expected

I can explain what pigment is and how it has been used by artists.

Greater Depth

I can explain what it means to scale up a drawing and what a negative image is.

Design and Technology

Design

- Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.

Make

- Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.
- Following the instructions within a recipe.

Evaluate

- Establishing and using design criteria to help test and review dishes.
- Describing the benefits of seasonal fruits and vegetables and the impact on the environment.
- Suggesting points for improvement when making a seasonal tart.

Working Towards	Expected	Greater Depth
I can describe the appearance of a dish using key words.	I can select and use appropriate tools for cutting and peeling different foods.	I can explain why different ingredients should be used in my recipe.

PSHE and Citizenship and Emotional Literacy/Social Skills

In Jigsaw PSHE:

- I can tell you about a person who has faced difficult challenges and achieved success. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).
- I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition.
- I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can break down a goal into a number of steps and know how others could help me to achieve it.
- I am motivated and enthusiastic about achieving our new challenge. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.
- I can recognise obstacles which might hinder my achievement and can take steps to overcome them. I can manage the feelings of frustration that may arise when obstacles occur.
- I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and can store my feelings in my internal treasure chest.

Working Towards	Expected	Greater Depth
I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and use it to make me feel good about myself.	I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.	I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time. I am confident to share with others both my success and the difficulties I have faced, and I know how to store my internal treasure chest.

In additional PSHE lessons:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change
- how to make informed choices about health and wellbeing and to recognise sources of help with this

- recognise, describe and express a larger range of feelings
- explain how we experience and express different feelings
- use some simple strategies for making myself and others feel better
- understand the dangers of smoking and have strategies to say no
- how to respond in an emergency
- to identify different influences on health and wellbeing

<p>Working towards I understand that mental wellbeing and physical health are a normal part of daily life and can name a range of emotions.</p>	<p>Expected I can identify a range of emotions and can judge whether what a person is feeling and how they are behaving is appropriate and proportionate</p>	<p>Greater depth I can put into practice simple self-care techniques such as rest, time with family and friends, hobbies, physical exercise etc. and encourage others to do likewise.</p>
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Science
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

RE
Pupils should be taught about how art is used to express important beliefs in two religions – Christianity and Islam; for example, how in the Muslim religion traditionally God is never pictured, nor anyone mentioned in the Qur’an, but how Islamic artists have found ways of producing amazing art within these boundaries.

<p>Working towards I can identify a range of different symbols and signs in Christianity and Islam.</p>	<p>Expected I can suggest meanings for the different symbols and signs and describe how religious people use them in their daily lives.</p>	<p>Greater depth I can explain the meanings behind the symbols and signs, give examples of how they are used in religious people’s daily lives and describe similarities and differences between them.</p>
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Computing
This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

<p>Working towards I can identify the objects in Scratch and recognise that commands in Scratch are represented as blocks.</p>	<p>Expected I can identify that each object in Scratch is controlled by the commands I choose and I can create a program in Scratch.</p>	<p>Greater depth I can program a musical instrument in Scratch and test out, and debug the program to improve the performance.</p>
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PE
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

<p>Working Towards I can move different parts of my body in time to the music.</p>	<p>Expected I can move with expression and put three movements together in a sequence.</p>	<p>Greater depth I can move with expression and create my own sequences of dance.</p>
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Music
Singing, listening, skill development and performing.

Spanish
To describe a place orally and in writing.

Educational Visits and Visitors
Olympic Park
ASDA/Tesco’s/Sainsbury’s eat healthily projects

Sequence of Key skills/objectives/context (Key teaching points)

- Definitions, pictures and descriptions of physical and mental health and the ways to manage and maintain good physical and mental health.

- The children will have written and drawn about the ways in which they can support others with their physical and mental health.
- The children will have written about their dreams and goals.

Key Vocabulary

PSHE Topic: addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, immunisation, independence, infection, nicotine, prescription, relax, resilience, restricted, routine, sleep hygiene, tobacco, vaccinations, vaping, vitamins.

anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths, success, techniques, uncomfortable, unpleasant, weaknesses, worry

Additional Information

Evidence in the books and on display:

- What do humans need to stay healthy?
<https://www.bbc.co.uk/bitesize/articles/zxvkd2p> and
<https://www.bbc.co.uk/bitesize/articles/z9j4g7h>
- Why is a healthy lifestyle important? <https://www.bbc.co.uk/bitesize/articles/ztsqfcw>
- What is a balanced diet?
<https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zppvv4j>

Outcomes:

- The children will be able to correctly use the language of mental and physical health.
- The children will understand their personal responsibility to manage and maintain their own physical and mental health and will be able to explain where they can go for help and support when needed.
- The children will be able to recognise when another person may need support with their physical or mental health and they will know what to ask or say when offering help and support.

Helpful Websites

NSPCC: <https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing/>

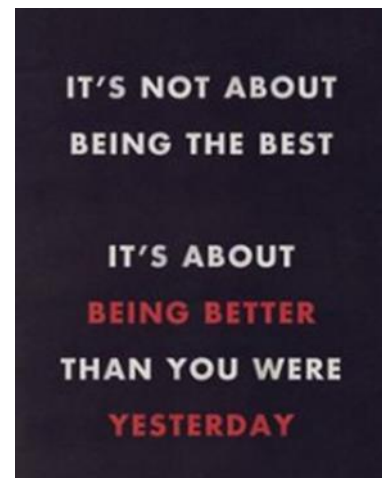
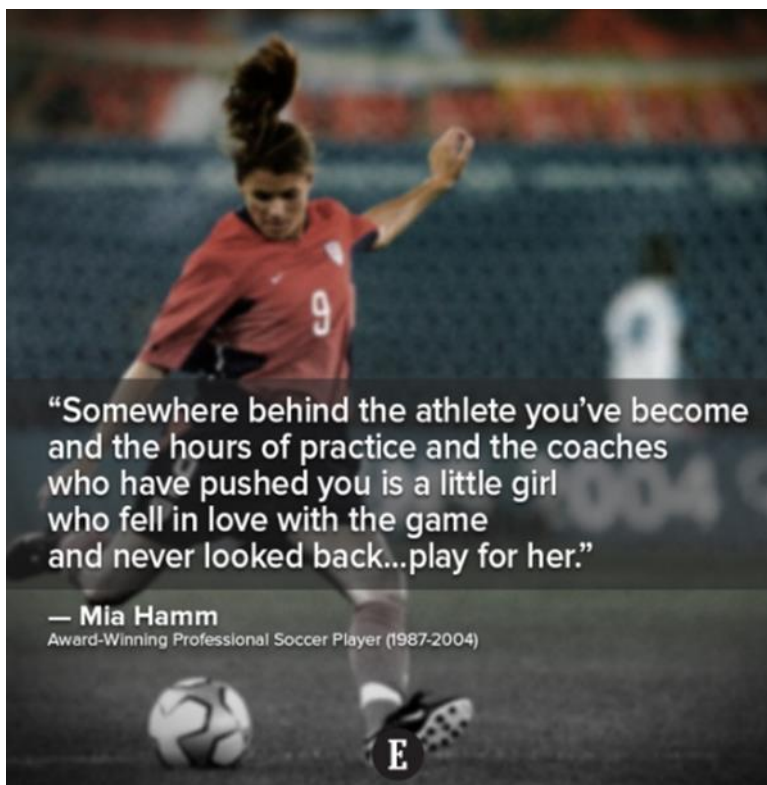
SMSC

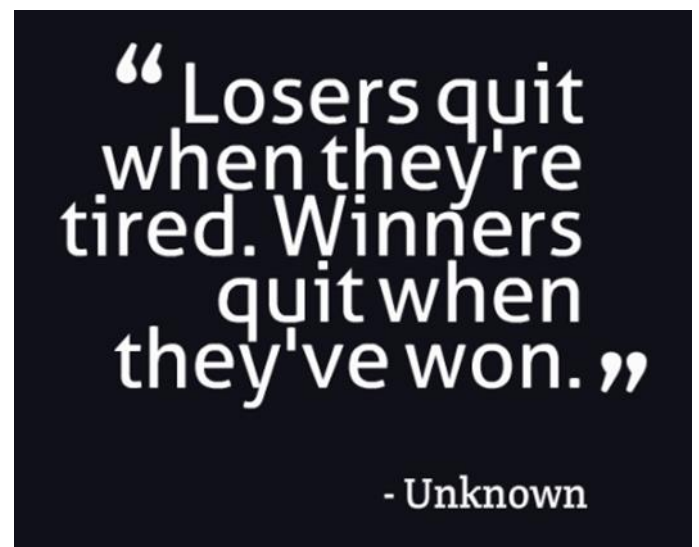
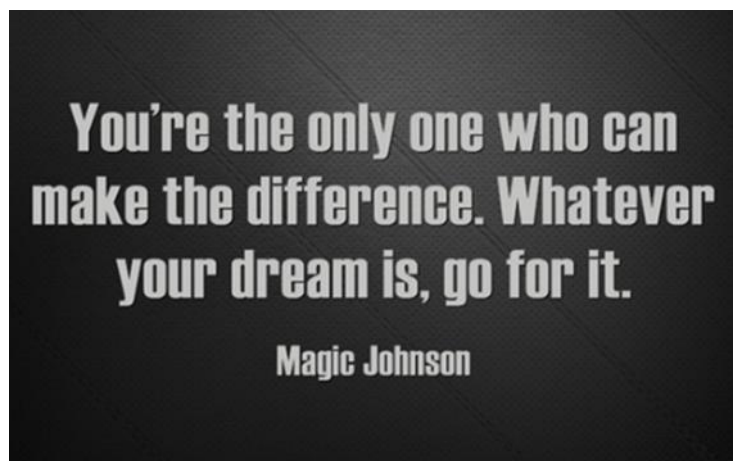
Spiritual	Moral	Social	Cultural
-Is there such thing as spiritual health? -How does having a healthy body and mind impact on our spiritual health? -Awe and wonder at what a wonderful creation the human body is.	-What are our collective responsibilities around helping everyone keep healthy? -How can the way we behave affect our own mental health?	-Why does having friends support good mental health? -How do the routines, traditions and influence of our peers affect what we eat and drink and what impact does this have on us?	-What do different cultures say about looking after your body and mind? -How can we challenge people's cultures in an appropriate way if what they are doing is making them unhealthy?

BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-What has the government set up to help us look after our health (could discuss the NHS). -What has our government put in place to help	-What free choice do we have when thinking about keeping healthy? -We know that we have the right to make our own choices but how	-How do we be respectful and help people with their health – e.g. how to we ask them if they need help/support	-What rules do we need to follow to be fit and healthy? -What laws have been put in place to ensure that people understand how to

<p>ensure that people know how to be healthy? -What is different about Britain and its NHS compared to other countries around the world?</p>	<p>does this balance with also keeping ourselves safe and healthy?</p>	<p>without them being offended? -How can we help people who are struggling with physical or mental health and ensure that we are respectful towards them?</p>	<p>keep themselves and others healthy?</p>
<p>Links to Rights Respecting Schools</p>			
<p>Article 24 – Health, water, food, environment</p> <ul style="list-style-type: none"> Understanding what are the basics we need in order to be physically and mentally healthy. 			
<p>Links to Safeguarding</p> <ul style="list-style-type: none"> When talking about physical and mental health, children may make disclosures about things happening to them that impacting their wellbeing. Report any concerns to the DSL. 			
<p>Celebrating Heritage</p> <ul style="list-style-type: none"> Looking at positive role models from a variety of different communities for the children to look up to and want to emulate. 			





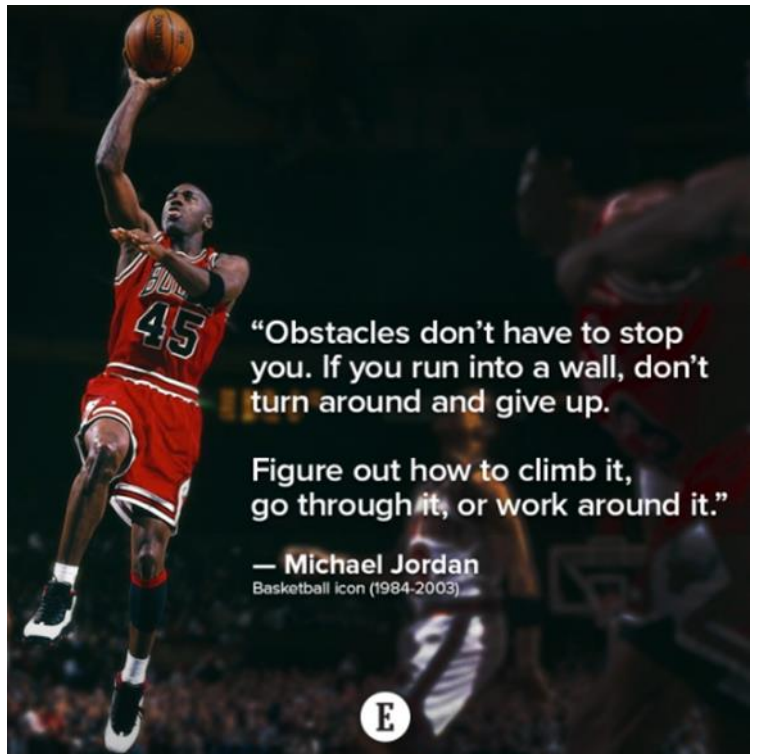
MY ATTITUDE IS THAT IF YOU PUSH ME TOWARDS A WEAKNESS,
I WILL TURN THAT WEAKNESS INTO A STRENGTH.

- MICHAEL JORDAN



SUCCESS ISN'T ALWAYS ABOUT GREATNESS;
IT'S ABOUT CONSISTENCY.
CONSISTENT HARD WORK GAINS SUCCESS.
GREATNESS WILL COME.

DWAYNE "THE ROCK" JOHNSON
coolfreeimages.net



"Obstacles don't have to stop
you. If you run into a wall, don't
turn around and give up.

Figure out how to climb it,
go through it, or work around it."

— Michael Jordan
Basketball Icon (1984-2003)



"I've missed more than
9,000 shots in my career.
I've lost almost 300 games.
26 times I've been trusted
to take the game winning
shot and missed.
I've failed over and over
and over again in my life.
And that is why I succeed."

~ Michael Jordan

