

## Year 3: Healthy Me



## Essential Learning

By the end of this term, you will have learned...

PSHE objectives:

Have made a healthy choice	1. Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge
Have eaten a healthy, balanced diet	2. Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge
Have been physically active	3. What Do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs
Have tried to keep themselves and others safe	4. Being Safe Assessment Opportunity ★	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help	I can express how being anxious or scared feels
Know how to be a good friend and enjoy healthy friendships	5. Being Safe at Home	I understand that, like medicines, some household substances can be harmful if not used correctly	I can take responsibility for keeping myself and others safe at home
Know how to keep calm and deal with difficult situations	6. My Amazing Body	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me

### Hook Day

Circuit training  
First aid  
Food tasting  
Book exploration



### Block 1

- Poetry
- Persuasive writing



### Block 2

- Recipes
- Non-chronological report
- Menu's



### Block 3

- Food reviews
- Cooking
- Healthy mind/Yoga

## Year 3: Healthy Me / National Curriculum Links

<b>Science</b>		<b>Geography</b>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>• Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</li> <li>• Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Art</b>		<b>History</b>	
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>DT</b>		<b>Key vocabulary:</b>	
<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>		<b>Science –</b> <b>Geography –</b> <b>History –</b>	
<b>Writing genres</b>	<b>Key texts</b>		

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