









Where every child matters and is prepared for a future of possibilities



Year 3 Yearly Curriculum Overview: 2020 / 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Value	 RESPECT	 RESPONSIBILITY	 RELATIONSHIPS	 RESILIENCE	 RESOURCEFULNESS	 REFLECTION & ASPIRATION
English Power of Reading Book and Genres	<p><u>Ug (Raymond Briggs)</u></p> <p>Character description – use adjectives to describe Ug and his family.</p> <p>Postcard from the past – Write in role of a character.</p> <p>Instructional Writing - invent a game and</p>	<p><u>Stone Age Boy (Satoshi Kitamura)</u></p> <p>Poetry – Stone Age Poetry</p> <p>Setting description – use expanded noun phrase to describe the setting</p> <p>Adventure Narrative – write own narrative in the same style as <i>Satoshi Kitamura</i></p> <ul style="list-style-type: none"> • 	<p><u>The Robot and The Bluebird (David Lucas)</u></p> <p>Character description – portray a character's thoughts and feeling?</p> <p>Persuasive text – Letter to Robot/Bluebird</p> <p>Narrative - write an ending for the story</p> <ul style="list-style-type: none"> • 	<p><u>The Dark by (Lemony Snicket)</u></p> <p>Letter writing for advice - dilemma</p> <p>Poetry - A free-verse poem about the dark (or light)</p> <p>Narrative -</p> <ul style="list-style-type: none"> • Story mapping and Retelling 	<p><u>The pebble in my Pocket (Meredith Hoper)</u></p> <p>Recount (Diary entry) procedure in role of the girl</p> <p>Non-Fiction – information text</p> <ul style="list-style-type: none"> • Adventure Narrative – Pebble as the main character. 	<p><u>Oliver and the Seawigs (Philip Reeve)</u></p> <p>Recount (Diary entry) – recounting character's actions so far and predicting character's next action.</p> <p>Instructions – How to make a winning Seawig</p> <ul style="list-style-type: none"> • Adventure Narrative - in role as Oliver or Iris, or equally as Mr and/or Mrs Crisp
Grammar	<p><i>Terminology for pupils</i> Recap Year 2 - Nouns, Pronouns,</p>	<p><i>Terminology for pupils</i> preposition, conjunction,</p>	<p><i>Terminology for pupils</i> Preposition, conjunction, direct</p>	<p><i>Terminology for pupils</i> preposition, conjunction, word</p>	<p><i>Terminology for pupils</i> preposition, conjunction, word</p>	<p><i>Terminology for pupils</i> preposition, conjunction, word</p>



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<p>verbs, adverbs, and adjectives</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>Sentence Expressing time and place using adverbs (then, next, soon)</p> <p>Word Recap Year 2 Formation of adjectives using suffixes such as -ful and -less</p> <p>Use of the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs</p> <p>Punctuation Recap Year 2</p> <p>Use capitalisation for different purposes</p> <p>Understand and use full stops accurately.</p>	<p>consonant, consonant letter vowel, vowel letter</p> <p>Sentence Expressing time and place using conjunctions (when, before, after, while)</p> <p>Word Identify word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Text Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>Sentence Expressing time and place using prepositions (before, after, during, in)</p> <p>Word Use of the forms a or an according to wheth Expressing cause using conjunctions (so, because)er the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Punctuation Introduction to inverted commas to punctuate direct speech</p> <p>Text Introduction to paragraphs as a</p>	<p>family, prefix, clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>Sentence Expressing cause using conjunctions (so, because)</p> <p>Word Identify word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Punctuation Begin to use inverted commas to punctuate direct speech</p> <p>Text</p>	<p>family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>Sentence Expressing time and place using conjunctions (when, before, after, while)</p> <p>Expressing cause using conjunctions (so, because),</p> <p>Expressing time and place using adverbs (then, next, soon)</p> <p>Expressing cause using conjunctions (therefore, consequently)</p> <p>Expressing time and place using prepositions (before, after, during, in)</p> <p>Word Identify word families based on common words, showing how</p>	<p>family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>Sentence Expressing time and place using conjunctions (when, before, after, while)</p> <p>Expressing cause using conjunctions (so, because),</p> <p>Expressing time and place using adverbs (then, next, soon)</p> <p>Expressing cause using conjunctions (therefore, consequently)</p> <p>Expressing time and place using prepositions (before, after, during, in)</p> <p>Word Identify word families based on common words, showing how</p>	<p>family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>Sentence Expressing time and place using conjunctions (when, before, after, while)</p> <p>Expressing cause using conjunctions (so, because),</p> <p>Expressing time and place using adverbs (then, next, soon)</p> <p>Expressing cause using conjunctions (therefore, consequently)</p> <p>Expressing time and place using prepositions (before, after, during, in)</p>
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	<p>Understand and use exclamation marks accurately. Understand and use question marks accurately.</p> <p>Text Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>		<p>way to group related material Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Begin to use paragraphs as a way to group related material Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Punctuation Begin to use inverted commas to punctuate direct speech</p> <p>Text Headings and sub-headings to aid presentation</p>	<p>Expressing cause using prepositions (because of) Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
Maths	<p>Place Value - Know the value of each digit in 3-digit numbers - Compare and order 3-digit numbers - Place 3-digit numbers on an empty number line.</p>	<p>Addition and subtraction - Use commutative law - Add and subtract TOs mentally</p> <p>Number and Place Value - Explain the difference between</p>	<p>Addition and subtraction - Addition of 3 digit multiples of 10 - Estimate the answer to a calculation</p> <p>Number and Place Value</p>	<p>Mathematics Multiplication and Division Division with remainders Reasoning and problem solving Time Analogue clocks Roman Numerals</p>	<p>Fractions Add and subtract fractions within 1 whole</p> <p>Statistics Interpret and present data using bar charts, pictograms, tables</p>	<p>Addition and Subtraction Column method HTO + HTO Column method HTO - HTO</p> <p>Multiplication and Division TO X O TO ÷ O</p>



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	<p>- Explain the difference between odd and even numbers</p> <p>- Know the multiplication and division facts for the 2, 5 and 10 timetables.</p> <p>Include measurement - money, weight and length.</p> <p>Reasoning and problem solving</p>	<p>odd and even numbers</p> <p>- Count in multiples of 4 and 50</p> <p>Multiplication and Division</p> <p>- Know the multiplication and division facts for the 3, 4 and 8 timetables.</p> <p>Include measurement - across all contexts</p> <p>Reasoning and problem solving</p>	<p>- Read and write numbers up to 1000 in words</p> <p>- Compare and order numbers up to 1000</p> <p>- Roman Numerals to 20</p> <p>Fractions</p> <p>- Find fractions of shapes, amounts</p> <p>- Recognise and use fractions as numbers</p> <p>- Compare and order fractions</p> <p>- Decimal tenths</p> <p>Include measurement - money and length</p> <p>Reasoning and problem solving</p>	<p>Reasoning and problem solving</p> <p>Geometry</p> <p>Property of 2d and 3d shape</p> <p>Turns, Right angles,</p> <p>Horizontal, vertical, parallel and perpendicular lines.</p> <p>Include measurement - perimeter</p> <p>Reasoning and problem solving</p> <p>Include measurement - perimeter</p> <p>Reasoning and problem solving</p> <p>Reasoning and problem solving</p>	<p>Addition and Subtraction</p> <p>Column method HTO + HTO</p> <p>Column method HTO - HTO</p> <p>Include statistics, length and money</p> <p>Reasoning and problem solving</p>	<p>Time</p> <p>Read and write analogue</p> <p>To the nearest min</p> <p>12 and 24 hr</p> <p>Include length, weight & money</p> <p>Reasoning and problem solving</p> <p>Reasoning and problem solving</p>
Science	<p>Why do animals and humans have a skeleton?</p> <p>Animals and Humans (skeletons muscles and movement)</p> <ul style="list-style-type: none"> Identify that humans and some 	<p>Why do we need a nutritious balanced diet?</p> <p>Animals and Humans (Food and Nutrition)</p> <ul style="list-style-type: none"> Identify that animals, including 	<p>What are the requirements of plants for life and growth?</p> <p>Plants (parts of a plant, what a plant needs for life and the life cycle of a plant)</p>	<p>How are shadows formed?</p> <p>Light (sources of light, reflection, eyes and shadows)</p> <ul style="list-style-type: none"> Recognise that they need light in 	<p>How and why are rocks different?</p> <p>Rocks (grouping and classifying rocks, formation of fossils and how soil is formed)</p>	<p>Why do magnets attract some materials and not others?</p> <p>Forces and magnets (friction, magnetic forces attract and repel, magnetic poles)</p>



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	<p>other animals have skeletons and muscles for support, protection and movement.</p>	<p>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>	<ul style="list-style-type: none">• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant• Investigate the way in which water is transported within plants• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<p>order to see things and that dark is the absence of light</p> <ul style="list-style-type: none">• Notice that light is reflected from surfaces• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes• Recognise that shadows are formed when the light from a light source is blocked by an opaque object• Find patterns in the way that the size of shadows change.	<ul style="list-style-type: none">• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties• Describe in simple terms how fossils are formed when things that have lived are trapped within rock• Recognise that soils are made from rocks and organic matter.	<ul style="list-style-type: none">• Compare how things move on different surfaces• Notice that some forces need contact between two objects, but magnetic forces can act at a distance• Observe how magnets attract or repel each other and attract some materials and not others• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials• Describe magnets as having two poles• Predict whether two magnets will attract or repel each other, depending on which poles are facing.
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Science Skills	<ul style="list-style-type: none">• 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;	<ul style="list-style-type: none">• comparing and contrasting the diets of different animals (including their pets) and decide ways of grouping them according to what they eat;• researching different food groups and how they keep us healthy and design meals based on what they find out.	<ul style="list-style-type: none">• Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser;• discovering how seeds are formed by observing the different stages of plant life cycles over a period of time;• looking for patterns in the structure of fruits that relate to how the seeds are dispersed;• observing how water is transported in plants, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.	<ul style="list-style-type: none">• Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.	<ul style="list-style-type: none">• Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time;• using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them;• researching and discussing the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed;• exploring different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.	<ul style="list-style-type: none">• Comparing how different things move and grouping them;• raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;• exploring the strengths of different magnets and finding a fair way to compare them;• sorting materials into those that are magnetic and those that are not;• looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the
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					Furthermore, they raise and answer questions about the way soils are formed.	magnet or which pole faces another; <ul style="list-style-type: none"> identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets
History/ Geography Enquiry Question and knowledge	What were the changes in Britain from the Stone Age to the Iron Age? Changes in Britain from the Stone Age to the Iron Age.	What was the impact of the Roman invasion and settlement on Britain? The Roman Empire and its impact on Britain.	How has Bury changed over time? A local history study – Focus upon the East Lancashire Railway site and the impact upon travel and tourism. Also include, how Bury changed during the industrial revolution and emerged at a mill town, the history of Bury marked and the traditional local dish black pudding. Link to Romans: Research the evidence of activity, which dates back to the period of Roman occupation.	I'm a Year 3 pupil, can you get me out of here? Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Where on Earth are we? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
History / Geography skills	<ul style="list-style-type: none"> Place the time studied on a time line; 	<ul style="list-style-type: none"> Place the time studied on a time 	<ul style="list-style-type: none"> Use dates and terms related to the 	<ul style="list-style-type: none"> Use 4 compass points to follow/give 	<ul style="list-style-type: none"> Analyse evidence and begin to draw 	



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	<ul style="list-style-type: none"> • Use dates and terms related to the study unit and passing of time; • Sequence several events or artefacts; • Use a range of sources to find out about a period; • Observe small details – artefacts, pictures; • Select and record information relevant to the study; • Begin to use the library and internet for research; • Communicate their knowledge through drawing pictures and writing 	<p>line;</p> <ul style="list-style-type: none"> • Use dates and terms related to the study unit and passing of time; • Sequence several events or artefacts; • Identify and give reasons for different ways in which the past is represented; • Distinguish between different sources – compare different versions of the same story; • Look at representations of the period – museum, cartoons etc... 	<p>study unit and passing of time;</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied; • Compare with our life today; • Identify reasons for and results of people's actions; • Understand why people may have wanted to do something. 	<p>directions; use letter/no. co-ordinates to locate features on a map;</p> <ul style="list-style-type: none"> • Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing; know why a key is needed; • Use standard symbols; • Begin to draw a sketch map from a high view point; • Begin to identify points on maps A,B and C; • Use large scale OS maps; begin to use map sites on internet; • Begin to use junior atlases; • Begin to identify features on aerial/oblique photographs. 	<p>conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations;</p> <ul style="list-style-type: none"> • Begin to ask/initiate geographical questions; • Use NF books, stories, atlases, pictures/photos and internet as sources of information; • Investigate places and themes at more than one scale; • Begin to collect and record evidence Locate places on larger scale maps e.g. map of Europe; • Follow a route on a map with some accuracy e.g. whilst orienteering; begin to match boundaries, e.g. find same boundary of a country on different
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						scale maps. •
Art/ Design and Technology	Art and Design Stone Age Art • Begin to understand the historical significance of Stone Age art.	Design and Technology Nutrition – Cooking • Healthy eating; • Varied Diet; • Food tasting • Prepare and cook healthy food; • Use a range of cooking techniques; slicing and spreading.	Art and Design Bodies • Discuss the styles of artists and use this to inform their own work. • Begin to understand the historical and/or cultural significance of Julian Opie, Henry Moore and Vivian Westwood.	Design and Technology Shadow Puppets • Investigate existing products; • Design, make and evaluate own puppets; • Use a variety of tools and materials; • Strengthen and reinforce complex structures.	Art and Design British Art • Discuss the styles of artists and use this to inform their own work. • Begin to understand the historical and/or cultural significance of Gainsborough, Howard Hodgkin and Lucia Freud.	Design and Technology Moving Monsters • Investigate existing products; • Investigate simple pneumatic systems; • Design, make and evaluate a moving pneumatic system.
RE	Introduction to Judaism • Main beliefs and faith. • Moses and the 10 Commandments	Christmas Traditions • How is the festival celebrated? (Secular and Religious)	Christian Symbols • Study a variety of symbols and stained glass windows	Easter – Forgiveness • Key events of the Easter Story • Why did God send Jesus to forgive the world?	Hinduism – Extended Family • Family Tree • Pilgrimages	Islam – Life of Mohammed • The revelation of the Qur`an • Timeline of Mohammed’s life
PE Mr Lord will be in school on a Friday to deliver the PE for KS2 as part of teacher training.	Hockey Invasion • Move with a ball towards goals with increasing control.	Basketball • Return a ball to a partner. Use basic racket skills. • Play a range of basic shots.	Gymnastics • Use a greater number of their own ideas for movements in response to a task.	Dance • Create dance phrases that communicate ideas. • Create dance phrases with a	Athletics • Demonstrate the difference between sprinting and running over varying distances.	Outdoor Adventure Activities • Accurately follow and give instructions.



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	<ul style="list-style-type: none"> • Understand their role as an attacker and as a defender • Move into space to help support a team. • Defend an opponent and try to win the ball. Knowledge and understanding of basic rules. <p>Generate & implement ideas and strategies to solve problems Communicate clearly and cooperatively with others.</p>	<ul style="list-style-type: none"> • Move quickly around the court using a variety of movement patterns. 	<ul style="list-style-type: none"> • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control. • Move in unison with a partner. • Choose actions that flow well into one another. • Adapt sequences to suit different types of apparatus. • With help, recognise how performances could be improved. 	<p>partner and in a small group using canon and unison.</p> <ul style="list-style-type: none"> • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the movements used and the expressive qualities of dance. 	<ul style="list-style-type: none"> • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area.. 	<ul style="list-style-type: none"> • Work effectively with a partner and a small group. • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies to solve problems. <p>Rounders/ Cricket</p> <ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations.
<p>Music Charanga</p>	<p>Let Your Spirit Fly</p> <p>This Unit of Work is focused around one song: <i>Let Your Spirit Fly</i>. The material presents</p>	<p>Glockenspiel Stage 1</p> <p>This Unit of Work introduces the children to learning about the language</p>	<p>Three Little Birds</p> <p>This Unit of Work is focused around one song: Three Little Birds. The material presents</p>	<p>The Dragon Song</p> <p>This Unit of work is focused on Music from around the world,</p>	<p>Bringing Us Together</p> <p>This Unit of Work is focused around one song: Bringing Us Together - a Disco song about</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the</p>



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	an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel	an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.	celebrating our differences and being kind to one another	friendship, peace, hope and unity. The children will learn and/or build on their knowledge and understanding about the interrelated dimensions of music through a variety of songs and musical games and instruments	year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
MFL – French Language Angels	I'm Learning French <ul style="list-style-type: none"> • Numbers • Colours • Engage in simple sentences e.g. How are you? What is your name? Basic grammar - definite articles with parts of the body	Name animals <ul style="list-style-type: none"> • Speak in sentences about self e.g "I am a ..." - Understand basic grammar - gender, indefinite article and first person similar of the verb 'to be'	Instruments <ul style="list-style-type: none"> • Name instruments • Speak in sentences e.g. "I play a ..." • Basic grammar - definite article/quantitative article and first person singular of the verb 'to play' • Basic grammar - definite articles with parts of the body 	Name different activities <ul style="list-style-type: none"> • Speak in sentences e.g. "I am able to ..." "I can ..." Basic grammar - Modal verb followed by infinitive.	Ancient History of Great Britain <ul style="list-style-type: none"> • Vocabulary linked to Ancient Britain. • Basic grammar "I am...", "I have ..." and "I live ..." 	Little Red Riding Hood <ul style="list-style-type: none"> • Main vocabulary for the main parts of a familiar story (Little Red Riding Hood)
Computing Delivered by Technola, watched by	Computer Science <i>Hello, World</i> Code Animations	Computer Science <i>Hello, World</i> Mini App Build Challenge	Digital Literacy <i>Creative Computing L1</i> Movie Trailer	Digital Literacy <i>Computing in Society L1</i> Artificial Intelligence	E-Safety <i>Online Research</i> Students consider how to safely use the	Digital Literacy & ICT Cross Curricular This segment of the year is



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<p>teacher for subject knowledge and training</p>	<p>Students use code to create animations. A multi-scene comedy show routine is produced.</p>	<p>Students code miniature apps within an app; initially, students are guided through the process, before being given more creative autonomy to develop an algorithm that incorporates multiple sensors.</p>	<p>Students capture video content to produce their own movie trailers. These trailers use robots as main characters, solidifying student's knowledge of the advanced hybrid graphical-textual programming language.</p>	<p>Students consider how computing is affecting our society. They undertake research, debate topics, and create keynote presentations to present to the class. This module focusses on artificial intelligence and robotics in society.</p>	<p>internet, focusing specifically on concepts such as permission and personal information. They then explore how to distinguish between facts and opinion by questioning the reliability of some sources of information.</p>	<p>reserved for cross curricular learning. Your Technola creative consultant will liaise with class teachers in half term five to suggest ways of using technology to enhance learning in other subjects.</p>
<p>PSHCE</p>	<p>Citizenship, Community and the World</p> <ul style="list-style-type: none"> • To set class rules • To elect class council • To understand there are some rules that don't alter and must be followed. • To know appropriate procedures in the event of an emergency including using 999. • To understand the difference between wants and needs and rights and responsibilities. • To understand local issues and realise that everyone can play a role in conserving and improving the environment. • To research, discuss and debate topical issues and problems. 	<p>Physical Health and Well-being</p> <ul style="list-style-type: none"> ▪ Healthy body and mind ▪ What makes a healthy diet ▪ Importance of exercise ▪ Safe storage and handling of medicines ▪ How drugs (medicines) can help you and some can be harmful. ▪ Recognising different risks in different situations 	<p>Emotional Health and Well-being, Feelings, Emotions and Relationships</p> <ul style="list-style-type: none"> ▪ What makes a good friend ▪ Thinking about others' feelings ▪ How our behaviour affects others ▪ The influence of the media ▪ Conflict resolution ▪ Differences and sameness ▪ People who help us in different ways 			