How are we all valued as God's children? Why should we show compassion to other people's families?

8th September — 1st October

What do we already know... In year 3, the children will have learnt about the importance of family and how families show care and how they show empathy to their family members.

ACADEMIC EXCELLENCE

RELATIONSHIP SKILLS

A can explain how and why family units might differ

- -I can explain how families show care
- -I can tell you how I show empathy to my family -I can explain why some
- people might feel excluded and how to avoid this. I demonstrate courtesy and good manners

I respect other people's privacy

OTTIZENSHIP:

We show **compassion**.

EXPRESSION

- How have I embraced opportunities to make a valued contribution?
 What community project
- What community project have
 I been involved in and what
 difference has that made?

 What action have I taken as a
 result of feeling passionate?

RELATIONSHIP KNOWLEDGE

I can understand the meaning of the terms: diversity, discrimination, race, ethnicity, disability and sexual orientation.

I know there are diverse groups in society that are different and understand why they are seen as different.

I can build my empathy and increase my understanding of these diverse groups and how they may feel.

respect people's privacy.

l celebrate diversity

METACOGNITION

INDEPENDENCE -

We will use a Cause and Consequence Map to encourage our independence in learning and help us think about our actions.

We will also use a Mind Map to enable us to link our ideas in a creative way.

As a writer I can:-Spelling —

- spell further homophones

Handwriting —

-use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -increase the legibility, consistency and quality of their handwriting,

Composition -

- -plan their writing by:
- -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- -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
- -evaluate and edit by:
- -assessing the effectiveness of their own and others' writing and suggesting improvements
- -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Vocabulary, Grammar and punctuation -

- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns

As a reader | can:-Comprehension —

- +develop positive attitudes to reading, and an understanding of what they read, by:
- -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- -reading books that are structured in different ways and reading for a range of purposes $% \left\{ 1\right\} =\left\{ 1\right\} =\left$
- -discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry
- +participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

OUTCOME:

I can write my own rhyming story about my family