



<b>Substantive Knowledge – Both year groups</b> <ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique</li> <li>• To know that there are times when I will make the same choices as MY friends and times when I will choose differently</li> <li>• To know that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health</li> <li>• To know what is meant by the word 'community'</li> <li>• To know how to make a clear and efficient call to emergency services if necessary</li> </ul>	<b>Markers for Assessment – Substantive Knowledge</b> <b>Y3</b> <ul style="list-style-type: none"> <li>• To know that there are times when they will make the same choices as their friends and times when they will choose differently</li> <li>• To know how to make a clear and efficient call to emergency services if necessary</li> </ul> <b>Y4</b> <ul style="list-style-type: none"> <li>• To know the choices they make for themselves and choices others make for them</li> <li>• To know how to make a clear and efficient call to emergency services if necessary</li> </ul>	Below	Above
<b>Disciplinary Knowledge</b> <b>Y3</b> <ul style="list-style-type: none"> <li>• To appreciate their own uniqueness</li> <li>• Give examples of choices they make for themselves and choices others make for them</li> <li>• Define what is meant by the word 'community'</li> <li>• To suggest ways in which different people support the school community</li> </ul> <b>As above and Y4</b> <ul style="list-style-type: none"> <li>• Identify qualities and attributes of people who support the school community</li> </ul>	<b>Markers for Assessment – Disciplinary Knowledge</b> <b>Y3 –</b> <ul style="list-style-type: none"> <li>• To appreciate their own uniqueness</li> <li>• Give examples of choices they make for themselves and choices others make for them</li> </ul> <b>Y4</b> <ul style="list-style-type: none"> <li>• Identify qualities and attributes of people who support the school community</li> <li>• To appreciate their own uniqueness</li> </ul>		
<b>Prior Substantive Knowledge</b> <b>Year 3</b> <ul style="list-style-type: none"> <li>• I know what happens when I learn something new.</li> <li>• I know how hand hygiene stops virus' and germs from spreading.</li> <li>• I know the different parts of my body that are inside me and help to turn food into energy.</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>• I know how washing hands can prevent infections spreading.</li> <li>• I know how food, water and air get into the body and blood.</li> </ul>	<b>Vocabulary</b>  Unique, community, wellbeing, refuse, reduce, re-use, rot, repair, recycle, emergency, first-aid		
<b>Prior Disciplinary Knowledge</b> <b>Y3</b> <ul style="list-style-type: none"> <li>• I can give examples of what I can do and give to my body to stay healthy.</li> <li>• I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> </ul> <b>Y4</b> <ul style="list-style-type: none"> <li>• I can set goals and make a plan to develop a new skill.</li> <li>• I can choose foods that make a balanced meal.</li> </ul>	<b>SCARF Units to be Covered</b> What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid		



**Questions (potential 'hook' questions for lessons)**

- How can I let my light shine even brighter?
- In what ways do we keep ourselves healthy?
- How can we look after God's beautiful world?

**Cross-Curricular/Enrichment**

- Science – The Body
- Science – Eatwell Plate and the digestive system
- Worship – Courageous Advocate
- PE – Physical Health and Wellbeing