

KS3 2021-2022 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect Relationships	All together achieving Working together.	Honesty	Kindness Caring	Independence	Trust
Holistic Topic	Where I belong	Christmas	Communication	Friendship	Jobs within the Home Routines	Journeys Travel
KS3 Holistic Focus	The local community	Performing for others	Presenting Skills	Online safety	What needs to be done around the house	Where am I going?
Key Texts	Giraffes can't dance. Lucy's Umbrella The Girl who fort in pictures Princess Hair Isaac and his amazing asperger superpowers The Jolly Postman Handa's Surprise	Stick man A Christmas Carol The Grinch An Angel just like me The Jolly Christmas Postman Polar Express The Christmas Truce Bah Humbug The Girl who saved Christmas The Snowman Coming Home The Dinosaur who pood a planet	The honest to Goodness Truth The boy who cried wolf The Berenstain Bears and the Truth It wasn't me Pinocchio	Pip and Posie: The Bedtime Frog Herman's letter Sharing a shell Making friends is an art Stick and Stone The day the crayons quit Charlotte's web Matilda The giving tree The Happy Prince The selfish giant The tallest giant in town A monster calls	The seed of compassion What the ladybird heard The go-away bird Beautiful Whoever you are	The Lion and The Mouse Being Trustworthy Emma the Bumble Bee The Colour Thief Found A funny thing happened on the way to school

English	<p>Descriptive writing about yourself (Non-fiction)</p> <p>Descriptive writing about yourself (Fiction)</p> <p>Narratives</p> <p>Comprehension</p> <p>Description of people from our local community</p> <p>Library visit</p> <p>Persuasive texts</p>	<p>Poetry</p> <p>Drama</p> <p>Narrative</p> <p>Writing a list</p> <p>Writing a letter</p> <p>Comprehension</p> <p>Songs</p> <p>Information posters</p> <p>Leaflets</p>	<p>Writing for purpose: To present</p> <p>News</p> <p>Report</p> <p>Recount</p> <p>Advertise</p> <p>Story</p> <p>Presentation of work</p>	<p>Improving SPaG</p> <p>Describing others</p> <p>Poetry - friendships</p> <p>Instructions</p> <p>Comprehension</p> <p>Invitations</p> <p>Describing others</p>	<p>Writing a menu</p> <p>Narratives</p> <p>Instructions</p> <p>Poetry</p> <p>Comprehension</p> <p>Letters</p> <p>Email</p>	<p>Writing a narrative</p> <p>Publishing a narrative</p> <p>Reporting</p> <p>Comprehension</p> <p>Writing a travel guide</p> <p>Advertising</p>
Maths	<p>Number and Place value</p> <p>Time</p> <p>Money</p>	<p>Addition and Subtraction</p> <p>Time</p> <p>Money</p>	<p>Multiplication and division</p> <p>Time</p> <p>Money</p>	<p>Shape, space and measure</p> <p>Time</p> <p>Money</p>	<p>Statistics</p> <p>Fractions</p> <p>Time</p> <p>Money</p>	<p>Consolidation</p> <p>Time</p> <p>Money</p>
Science	<p>Investigations</p> <p>Light</p> <p>WALT</p> <p>-Ask questions</p> <p>-Set up a fair test</p> <p>-Draw simple conclusions</p> <p>-Use scientific equipment safely</p> <p>-Know that dark is the absence of light</p>	<p>Seasonal changes</p> <p>Earth and space</p> <p>WALT</p> <p>-Describe the four seasons</p> <p>-Understand seasonal weather</p> <p>- Know about and explain the movement of the Earth and other planets relative to the sun</p>	<p>Animals, including humans</p> <p>Inheritance and evolution</p> <p>WALT</p> <p>-Name common animals</p> <p>-Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds</p> <p>-Know and classify animals by what they eat (carnivore, herbivore and omnivore)</p>	<p>Sound</p> <p>WALT</p> <p>-Know how instruments make different sounds</p> <p>-Know the difference between quiet and loud sounds</p> <p>-Identify different sounds</p> <p>-Know how sound is made, associating some of them with vibrating</p>	<p>Living things and their habitats</p> <p>WALT</p> <p>-Know the name of parts of the human body that can be seen</p> <p>-Classify things by living, dead or never lived</p> <p>-Know how a specific habitat provides for the basic needs of things</p>	<p>Rocks</p> <p>WALT</p> <p>-Compare and group rocks based on their appearance and physical properties, giving reasons</p> <p>-Know how soil is made and how fossils are formed</p> <p>-Know about and explain the difference between</p>

	<ul style="list-style-type: none"> -Know that light is needed in order to see and is reflected from a surface -Know and demonstrate how a shadow is formed and explain how a shadow changes shape. -Know about the danger of direct sunlight and describe how to keep protected 	<ul style="list-style-type: none"> -Know about and explain the movement of the moon relative to the Earth -Know and demonstrate how night and day are created -Describe the sun, moon and Earth 	<ul style="list-style-type: none"> -Know how to sort by living and non living things -Know the basic stages in a life cycle for animals -Know why exercise, a balanced diet and good hygiene are important for humans -Know how the Earth and living things have changed over time -Know how fossils can be used to find out about the past -Know about reproduction and offspring -Know how animals and plants are adapted to suit their environment -Know about evolution 	<ul style="list-style-type: none"> -Know how sound travels from a source to our ears -Know the correlation between pitch and the object producing a sound -Know the correlation between the volume of a sound and the strength of the vibrations that produced it -Know what happens to a sound as it travels away from its source 	<ul style="list-style-type: none"> living there (plants and animals) -Match living things to their habitat -Name some different sources of food for animals -Know about and explain a simple food chain -Use classification keys to group, identify and name living things -Know the life cycle of different living things e.g. mammal, amphibian, insect and bird -Know the process of reproduction in plants -Know the process of reproduction in animals -Classify living things 	<ul style="list-style-type: none"> sedimentary, metamorphic and igneous rock -Know and demonstrate that some changes are reversible and some are not -Know how some changes result in the formation of a new material and that this is usually irreversible
<p>Topic History Geography</p>	<p>What is in my local community?</p> <p>WALT</p> <ul style="list-style-type: none"> -Stay safe in our community -Name the services in our community -Compare ou local community to -Give back to the community -Be part of my local community 	<p>Christmas around the world.</p> <p>WALT</p> <ul style="list-style-type: none"> -Compare different Christmas traditions -Give back at Christmas -Consider others at Christmas -Consider where Christmas trees come from -Compare Christmas around the world 	<p>Communication</p> <p>WALT</p> <ul style="list-style-type: none"> -Compare different methods of communication through history -Use communication to support others -Research significant people in communication history -Understand how communication was made during World War II. 	<p>Significant people and role models</p> <p>WALT</p> <ul style="list-style-type: none"> -Name famous people from the past and say why they are famous -Consider significant people through history for helping others -Consider significant people from history for contributions to equality. -Understand the history of the NHS 	<p>Where do people live?</p> <p>WALT</p> <ul style="list-style-type: none"> -Name different places people live in the UK -Name different places people live out of the UK -Identify populations around the world -Consider the homes people live in 	<p>The world around us</p> <p>WALT</p> <ul style="list-style-type: none"> -Know the names of the four countries that make up the UK and name the three main seas that surround the UK -Know the names of and locate the seven continents of the world -Know the names of and locate the five oceans of the world

	<ul style="list-style-type: none"> -Know the name of a famous person or place from the local area -Know how the local area is different to the way it used to be a long time ago -Differentiate between how the local area used to look and compare how things have changed. 		<ul style="list-style-type: none"> -Understand the evolution of phones 	<ul style="list-style-type: none"> -Acknowledge significant people from our local area 		<ul style="list-style-type: none"> -Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland -Name 5 European countries -Identify some European countries by their flags -Use an Atlas
RE	<p>Places of worship in my community.</p> <p>WALT</p> <ul style="list-style-type: none"> -Name the 6 main religions -Name the religious buildings for the 6 main religions -Visit a religious building -Describe and compare the features of different religious buildings -Compare traditions and rules for different religious buildings 	<p>Christianity Christmas</p> <p>WALT</p> <ul style="list-style-type: none"> -Describe the traditional Christian Christmas story -Understand why we have Advent -Understand the the religious reason for Christmas -Link traditions to their religious origin 	<p>Parables and honesty</p> <p>WALT</p> <ul style="list-style-type: none"> -Understand the terminology of a parable - Understand what a parable is -Describe what a good friend is -How to be a good friend -The meaning of a good samaritan. -How to be a good samaritan -What is honesty? -Benefits of being honest. 	<p>Buddhism</p> <p>WALT</p> <ul style="list-style-type: none"> -Understand what is meant by charity -How can we become a more charitable person? -Understand and recognize what charities are worthy to us. -What is Buddhism? -Why do Buddhist believe in charity? 	<p>Judaism</p> <p>WALT</p> <ul style="list-style-type: none"> -What is judaism. -Who was mooses? -To recognise the ten commandments and the role they play in our life. -Begin to understand the torah. -To understand what happens on the sabbath. -To recognise differences between religions. -What traditions do Jewish people still practice today? 	<p>Islam</p> <p>WALT</p> <ul style="list-style-type: none"> -To understand that Muslims worship Allah and Mohammad was an important leader. -To talk about special people and leaders. -To understand the 5 pillars of Islam. -To recognise artefacts from the Muslim religion. -To understand where Muslims pray.
ICT	<p>WALT</p> <ul style="list-style-type: none"> -Use a website -Understand that programs require precise instructions -Organise, retrieves and manipulate digital content 	<p>WALT</p> <ul style="list-style-type: none"> -Use a camera -Record sound and playback -Use typing programs -Upload images from the internet 	<p>WALT</p> <ul style="list-style-type: none"> -Use technology safely -Keep personal information private -Know where to go for help if concerned 	<p>WALT</p> <ul style="list-style-type: none"> -To understand online safety and people might not be who they say they are. 	<p>WALT</p> <ul style="list-style-type: none"> -Use a safe search to find out about jobs around the home. -Make a chart and list household jobs explaining how to carry them out. 	<p>WALT</p> <ul style="list-style-type: none"> -Use google maps to find local attractions to visit in the area. -Use google maps to explore a wider area to find different attractions.

	<ul style="list-style-type: none"> -Collect and present information 	<ul style="list-style-type: none"> -Change the font and style of text 	<ul style="list-style-type: none"> -Use technology respectfully and responsibly -Know different ways to get help if concerned -Recognise acceptable and unacceptable behaviour using technology -Understand that I have to make choices when using technology and that not everything is true and/or safe 	<ul style="list-style-type: none"> -To understand why people behave differently online. -To make a presentation on how to stay safe online. -To know where to go online to find help and support, i.e. childline, NSPCC etc. - Use Hector's World 	<ul style="list-style-type: none"> -Research electrical items for product information, make a list and put the items from best to worse i.e. hoovers, kettles -Use google docs to design your own electrical item and promote the product. 	<ul style="list-style-type: none"> -Plan a journey using a journey planner and list the destinations. -Research a holiday destination and list what appeals to them. -Plan a holiday, where to go, how to get there, the weather, the currency. -Make a holiday brochure or presentation for a country of your choice.
PE	<p>WALT</p> <ul style="list-style-type: none"> -throw underarm -throw and kick in different ways -use hitting, kicking and/or rolling in a game -decide the best space to be in during a game -use a tactic in a game -follow rules -balance using a scooter -balance using a bike -make small turns using a bike. 	<p>WALT</p> <ul style="list-style-type: none"> -make our body curled, tense, stretched and relaxed -control our body when travelling and balancing -copy sequences and repeat them -roll, curl, travel and balance in different ways -plan and perform a sequence of movements -improve sequence based on feedback -think of more than one way to create a sequence which follows some 'rules' -perform own dance moves -copy or make up a short dance move safely in a space 	<p>WALT</p> <ul style="list-style-type: none"> -be aware of space and use it to support team-mates and to cause problems for the opposition -know and use rules fairly. -follow a map in a familiar context -use clues to follow a route -follow a route safely -follow a map in a (more demanding) familiar context -follow a route within a time limit -follow a map into an unknown location use clues and a compass to navigate a route change route to overcome a problem 	<p>WALT</p> <ul style="list-style-type: none"> -throw underarm throw and kick in different ways -use hitting, kicking and/or rolling in a game -decide the best space to be in during a game -use a tactic in a game -follow rules -be aware of space and use it to support team-mates and to cause problems for the opposition -know and use rules fairly -throw and catch accurately with one hand -hit a ball accurately with control -vary tactics and adapt skills depending on what is happening in a game 	<p>WALT</p> <ul style="list-style-type: none"> -run at fast, medium and slow speeds; changing speed and direction -take part in a relay, remembering when to run and what to do sprint over a short distance and show stamina when running over a long distance -jump in different ways -throw in different ways and hit a target, when needed -show control when taking off and landing -throw with increasing accuracy -combine running and jumping -demonstrate stamina and increase strength 	<p>WALT</p> <ul style="list-style-type: none"> -throw underarm -throw and kick in different ways -use hitting, kicking and/or rolling in a game decide the best space to be in during a game -use a tactic in a game -follow rules -throw and catch accurately with one hand -hit a ball accurately with control -vary tactics and adapt skills depending on what is happening in a game -gain possession by working a team and pass in different ways -choose a specific tactic for defending and attacking

		<ul style="list-style-type: none"> -change rhythm, speed, level and direction in dance -make a sequence by linking sections together -use dance to show a mood or feeling 	<ul style="list-style-type: none"> use new information to change route -plan a route and a series of clues for someone else 	<ul style="list-style-type: none"> -gain possession by working a team and pass in different ways -choose a specific tactic for defending and attacking -use a number of techniques to pass, dribble and shoot -agree and explain rules to others 		<ul style="list-style-type: none"> -use a number of techniques to pass, dribble and shoot -agree and explain rules to others -work as a team and communicate a plan -lead others in a game situation when the need arises
Art	<p>WALT</p> <ul style="list-style-type: none"> -explore how art from a different culture is made. - design and then make a boomerang design using Aboriginal cultural map symbols. -explore how art from a different culture is made. - use 3D paper craft skills. - use calligraphy skills. - research how art from a different culture was made. -design animal faces. To use 3D paper craft and painting skills. 	<p>WALT</p> <ul style="list-style-type: none"> -research the life and works of the artist William Morris. To say which is best, evaluated against a set of criteria. -make a card template for a repeat pattern. -use a card template to make a repeat pattern. -make a print block for a repeated wrapping paper pattern. -use a graduated paint wash. -draw and cut winter silhouettes out of back paper. 	<p>WALT</p> <ul style="list-style-type: none"> -draw a self portrait. -use colour to bring their self portrait to life. -show who we are through collage. -take photos of themselves showing different emotion -create a bust of themselves. -use decoupage to design a bust. - take photos of all art work this half term and to create a display. 	<p>WALT</p> <ul style="list-style-type: none"> -know how to compare the work of different artists. -recognise when art is from different cultures -recognise when art is from different historical periods -experiment with the styles used by other artists. -explain some of the features of art from historical periods. -know how different artists developed their specific techniques 	<p>WALT</p> <ul style="list-style-type: none"> -know how to create moods in artwork. -know the names of the primary and secondary colours. -know how to create a repeating pattern -know how to show how people feel in paintings and drawings. -know how to use pencils to create lines of different thickness in drawings. -experiment by using marks and lines to produce texture -experiment with shading to create mood and feeling -experiment with media to create emotion in art know how to use images created, scanned and found; altering them 	<p>WALT</p> <ul style="list-style-type: none"> - cut, roll and coil materials -know how to use IT to create a picture -know how to create a printed piece of art by pressing, rolling, rubbing and stamping -know how to make a clay pot and know how to join two clay finger pots together -know how to use different effects within an IT paint package

					where necessary to create art	
DT	<p>WALT</p> <ul style="list-style-type: none"> -use own ideas to design something and describe how their own idea works -design a product which moves -explain to someone else how they want to make their product and make a simple plan before making something -use own ideas to make something -make a product which moves -choose appropriate resources and tools -describe how something works -explain what works well and not so well in the model they have made -make our own model stronger 	<p>WALT</p> <ul style="list-style-type: none"> -make Christmas decorations -think of an idea and plan what to do next -explain why they have chosen specific textiles -choose tools and materials and explain why they have chosen them -join materials and components in different ways -measure materials to use in a model or structure -explain what went well with their work -make a model stronger and more stable 	<p>WALT</p> <ul style="list-style-type: none"> -prove that a design meets a set criteria. -design a product and make sure that it looks attractive -choose a material for both its suitability and its appearance -follow a step-by-step plan, choosing the right equipment and materials -work accurately to measure, make cuts and make holes -explain how to improve a finished model -know why a model has, or has not, been successful -know how to strengthen a product by stiffening a given part or reinforce a part of the structure -use a simple IT program within the design 	<p>WALT</p> <ul style="list-style-type: none"> -use ideas from other people when designing -produce a plan and explain it -persevere and adapt work when original ideas do not work -communicate ideas in a range of ways, including by sketches and drawings which are annotated -know which tools to use for a particular task and show knowledge of handling the tool -know which material is likely to give the best outcome -measure accurately -evaluate and suggest improvements for design -evaluate products for both their purpose and appearance -explain how the original design has been improved 	<p>WALT</p> <ul style="list-style-type: none"> -come up with a range of ideas after collecting information from different sources -produce a detailed, step-by-step plan -explain how a product will appeal to a specific audience -design a product that requires pulleys or gears -use a range of tools and equipment competently -make a prototype before making a final version -suggest alternative plans; outlining the positive features and drawbacks -evaluate appearance and function against original criteria 	<p>WALT</p> <ul style="list-style-type: none"> -use research to inform plans and ideas. -follow and refine original plans -justify planning in a convincing way -know which tool to use for a specific practical task -know how to use any tool correctly and safely -know what each tool is used for -explain why a specific tool is best for a specific action -know how to test and evaluate designed products -explain how products should be stored and give reasons -evaluate a product against clear criteria
Food technology	<p>Food for different cultures found in the local area.</p> <p>WALT:</p> <ul style="list-style-type: none"> -knead bread (naan bread) -chop and fry vegetables (samosa) 	<p>Christmas foods</p> <p>WALT</p> <ul style="list-style-type: none"> -join (gingerbread men/house) 	<p>Seasonal / occasional foods.</p> <p>WALT</p> <ul style="list-style-type: none"> -whisk (sticky rice cakes) Chinese new year 	<p>Easter themes</p> <p>WALT</p> <ul style="list-style-type: none"> -chop and slice (seasonal salad) 	<p>Food from different cultures</p> <p>WALT</p> <ul style="list-style-type: none"> -boil (tomato pasta and vegetables). 	<p>Summer festival</p> <p>WALT</p> <ul style="list-style-type: none"> -boil and fry (hot dog with fried onion and sauce).

	<ul style="list-style-type: none"> -fry vegetables (stir fry) -roll (sushi) -boil (noodles) -bake (biscuits) 	<ul style="list-style-type: none"> -slice vegetables (Christmas vegetable tree) -boil vegetables (sprouts and bacon) -bake (mince pie) -stir (Hot chocolate) -decorate (cookies) 	<ul style="list-style-type: none"> -cook/bake/fry (rocket sausage in pastry - Burns night) -roll and cut (Jam tarts- Valentines day) -whisk and fry (pancakes with toppings - Pancake day) -mix (burgers - Occasional food) -weigh ingredients (blueberry muffins - Occasional food) 	<ul style="list-style-type: none"> - stir (vegetable soup) - toast (a hot cross bun) -shape (Easter themed (bunnies / cheese twists) -bake rolls (Easter chicks) -peel (orange juice) 	<ul style="list-style-type: none"> -roll and fry (puff puff) -sprinkle (pitta bread pizza) -measure and whisk (waffles with toppings) -fry (taco's veg or meat) -toast or bake (<i>quesadilla</i>) (<i>Meat/veg/cheese</i>) 	<ul style="list-style-type: none"> -cut and chop (fruit kebab) -squeeze (homemade lemonade with watermelon) -mash (banana cake) -shake (Home made butter on toast) -microwave (Jacket potato then bake) range of toppings.
Music	<p>WALT</p> <ul style="list-style-type: none"> -Recognise the work of at least one famous musician -Identify local musicians -say whether we like or dislike a piece of music -make connections between notations and musical sounds 	<p>WALT</p> <ul style="list-style-type: none"> -make different sounds with voice and with instruments -follow instructions about when to play and sing -sing or clap increasing and decreasing tempo -perform simple patterns and accompaniments keeping a steady pulse 	<p>WALT</p> <ul style="list-style-type: none"> -play clear notes on instruments and use different elements in composition -sing songs from memory with accurate pitch -maintain own part whilst others are performing their part -sing in harmony confidently and accurately -perform parts from memory -take the lead in a performance 	<p>WALT</p> <ul style="list-style-type: none"> -combine different sounds to create a specific mood or feeling -use notation to record compositions in a small group or individually -compose music which meets specific criteria -choose the most appropriate tempo for a piece of music 	<p>WALT</p> <ul style="list-style-type: none"> -play an instrument -use instruments to perform and choose sounds to represent different things -play simple rhythmic patterns on an instrument -create repeated patterns with different instruments -improve my work; explaining how it has been improved 	<p>WALT</p> <ul style="list-style-type: none"> -listen carefully and recognise high and low phrases -use a variety of different musical devices in composition (including melody, rhythms and chords). -recognise the work of at least one famous composer -identify and describe the different purposes of music
PSHE / RSE	<p>Me / Families</p> <ul style="list-style-type: none"> -Describe the ways in which I am special and unique. 	<p>Relationships</p> <p>The characteristics of friendships, including mutual respect,</p>	<p>Celebrating Differences</p> <p>The importance of respecting others, even when they are very</p>	<p>How my body changes?</p> <p>key facts about puberty and the changing adolescent body,</p>	<p>Healthy Me</p> <p>What constitutes a healthy diet (including understanding calories</p>	<p>Being Safe</p> <p>Recognising what sorts of boundaries are</p>

	<p>-Describe things that I enjoy or that make me feel happy.</p> <p>-Identify what I am good at, both in and out of school.</p> <p>-Describe and demonstrate things I can do well and identify areas where I need help to develop.</p> <p>-Identify hopes/wishes for my future life</p> <p>Recognising that each family is different and to respect these differences.</p> <p>Caring relationships are at the heart of happy families and spending time together is important.</p> <p>-Identify people who are special to me.</p> <p>-Give some examples of ways I might let them know they are special to me.</p>	<p>truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>-Describe times when I may feel unhappy with my friends or family members.</p> <p>-Demonstrate positive ways I could let others know how I am feeling.</p> <p>-Describe ways in which friends, classmates, family</p>	<p>different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>	<p>including physical and emotional changes</p> <p>NSPCC: pants rule Identifying that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p>	<p>and other nutritional content)</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p>	<p>appropriate in friendships with peers and others.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>To begin to learn simple rules for safe travelling with adult support.</p>
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	<ul style="list-style-type: none"> -Identify the people who make up my family. -Identify different types of family. -Identify some of the qualities my special people/friends may have. -Describe positive feelings I may have when I spend time with friends and family. -Give some practical examples of the ways my special people care for me and help me with problems and difficulties. 	<ul style="list-style-type: none"> members may disagree and 'fall out'. -Demonstrate some ways of 'making up' after a falling out.Explain how other people may feel differently to me about the same situation and offer some examples. -Identify how to treat myself and others with respect. -Identify reasons why it is important to listen to other people. -Explain what I mean by 'being fair' to one another. -Identify some actions/ behaviours that show I am being polite and courteous to other people. -Demonstrate ways of playing and working cooperatively. -Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to me. 				
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		<p>-Describe what feeling angry or upset means.</p> <p>-Identify when people are being kind or unkind — either to me or to others.</p> <p>-Give examples of how my feelings can be hurt.</p> <p>-Identify what I can do if others are excluding me or being unkind.</p>				
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