

St. Mary's CE (A) First School – Medium Term Topic Planning

Key stage: 2 Cycle: 2 Term Summer

Topic: Local History Summer 1

Local Geography Summer 2

English: 1 The Lion and the Unicorn

2 The Day the Crayons Quit

Programmes of Study	Teaching objectives	Teacher Input / Key questions/ vocabulary	Learning Activities	Cross Curricular Link	Assessment Year 3	Assessment Year 4
Local history study History a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	L.O. To use primary sources To order photos around themes To order the dates of local buildings. To use centuries	Why is there a town in Uttoxeter? Anglo Saxon/close to river. When did it become a town?(Medieval) Show the children photos of Uttoxeter containing dates. Ask the children to order the photos according to dates. Ask the children to organise the photos according to different themes: <ul style="list-style-type: none"> Leisure Industry Schools Transport Discuss how the photos show changes. Model writing about how Uttoxeter has changed. Go on a history walk of Uttoxeter, looking for dates on building and the real houses and buildings seen on the photos.	<ul style="list-style-type: none"> Order photos in groups, discussing changes over a period of time. Describe how Uttoxeter has changed over the last 150 years. Go on a history walk of Uttoxeter, spotting notable historical buildings and sites in Uttoxeter: Notable points: Old Cattle market Tudor: Redfern cottage and Market place 17 th C Samuel Johnson memorial 18 th C Alms houses 19 th c Victorian Maltings brewery/ windmill 1950s/1960s redevelopment Bamfords shop Market place Pinfold St, Elkes Bamford homes War memorial <ul style="list-style-type: none"> Create a time line in books from 16th to 21st C. Children to order some of the buildings they have seen according to the century they were built. Challenge: Which building is most important to Uttoxeter history? World history? 	Local area map work SMSC: To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them	I can name different time periods in order: Tudor, Victorian, Edwardian I can explain how Uttoxeter has changed I use photos as primary sources of evidence..	I can match dates to historical time periods. I can group photos according to themes.

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local history study They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	L.O. To discuss reasons for changes	How has transport changed in Uttoxeter? Discuss what is meant by transport and show powerpoint of changes in Uttoxeter transport from toll roads , canals, trains and the new roads. Why do you think transport has changed?	<ul style="list-style-type: none"> Children to write a explanation text to describe how and why Uttoxeter transport has changed. Order pictures of transport os uttoxeter: Toll Road – Canal- Railway- A50 		I can sequence pictures showing the development of transport in uttoxeter. I can use time periods: Victorian, Edwardian	I can discuss reasons for changes in transport. I can use dates.
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	To know why World War II started and which countries where involved	Why is there a war memorial in Uttoxeter? Which wars are commemorated? Pair/ Share: what do you already they already know about the war. What was World War 2? When did it happen? What do you know about the war? How are we going to find out about the war? How did the war start? What were Germany's reasons for war? What were England's reasons? Write list of questions from the children on IWB. Discuss Allied and Axis powers.	<ul style="list-style-type: none"> Listen to radio broadcast announcing the beginning of the war. (woodlands junior website) Speech bubble sheet. Hitler and Chamberlain – explain reasons for Invading Poland and reasons for declaring war on Germay 	English: Lion and the unicorn. SMSC: Moral development To show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to under and and appreciate the viewpoints of others on these issues.	I can give reasons for going to war. I can name the British Primeminster at the start and during the war.	I know the dates of World War 2. I can name some of the leaders in WW2
They should construct informed responses that involve thoughtful selection and organisation of relevant historical	To know why England was bombed during WW2	In the Lion and the Unicorn, Lenny was evacuated because of the bombing or the Blitz. Why did the German air force bomb the UK? Where did they bomb? Do you think Uttoxeter was bombed? Link to knowledge of industry in Uttoxeter. Which city near Uttoxeter do you think might have been bombed?	<ul style="list-style-type: none"> Use maps to locate cities that were bombed during WW2. Why do you think they were bombed? More able could label reasons: <ol style="list-style-type: none"> port/ dockyard Capital city Factories 	English instructions how to stay safe in the Blitz. Moral development To show an	I know that cities were bombed during WW2. I know what is meant by the Blitz	I can give reasons for bombing in WW2. I can explain how bombing affected the

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information. They should understand how our knowledge of the past is constructed from a range of sources		(In Derby the Rolls Royce factory made aircraft engines. On the night of January 15-16, 1941, Derby suffered its heaviest raid of the war when 50 high-explosive bombs fell. The Midland Station was hit along with several houses in Normanton and on London Road, as well as Bliss's factory on City Road. 20 people were killed and 1,650 houses were destroyed or badly damaged. There were more attacks and more people were killed. http://www.derbytelegraph.co.uk/news/nostalgia/air-raid-rolls-royce-full-152526 Stray bombs did fall in Uttoxeter: http://johnp1928.blogspot.co.uk/2010/01/bombs-ob-uttoxeter-in-second-world-war.html		interest in investigating and offering reasoned views about moral and ethical issues, and being able to under and and appreciate the viewpoints of others on these issues.		lives of people.
History They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To know why children were evacuated during ww2	Evacuation Why were children evacuated? Explain that many children were evacuated to Uttoxeter in the second world war. Discuss how if evacuees were sent to Uttoxeter, then the town must have been a safe place to live during the war. They would arrive at the train station and then go to St Josephs to be billeted. http://www.bbc.co.uk/history/ww2peopleswar/stories/66/a4463066.shtml Where would be a good place to be evacuated? Give reasons Have you ever been away from home? What things would you miss most? What is the most frightening thing about leaving home? Where are wars still happening today? Explain that	<ul style="list-style-type: none"> • Draw or list the things you would take with you in your suitcase if you were an evacuee. • Watch the first episode of Spywatch to introduce the idea of evacuees. • Write a letter home telling of your new home.- email letters to www. 	English: Lion and the Unicorn Moral development To show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to under and and appreciate the viewpoints of others on these issues.	I know what is meant by evacuee. I can discuss reasons for evacuation of children.	I can use examples of reasons for evacuation. I can explain how evacuation changed the lives of children.

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		towns are still bombed and that some people leave their homes because of war. Discuss refugees living in Britain. (PSHE)				
History They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	L.O. To understand why rationing was introduced.	Discuss rationing. Food rationing began in 1940. This meant each person could buy only a fixed amount of certain foods each week. Much of Britain's food came from other countries in ships. Enemy submarines sank so many ships that there was a shortage of some foods. Rationing made sure everyone got a fair share. You had to hand over coupons from your ration book, as well as money, when you went shopping. When you had used up your ration of one food (say, cheese or meat), you could not buy any more that week. Vegetarians could swap meat coupons for other foods. http://www.bbc.co.uk/schools/primaryhistory/world-war2/food_and_shopping/	<ul style="list-style-type: none"> Make a shopping list, or use a list that your family has used at the supermarket. Go through the list to see how many of the foods we eat today you could have bought in a wartime shop. Look up some more wartime recipes. You'll find some in books and on websites. See if you can find out what to put in a 'Woolton Pie' . Or in a 'Portman Pudding' . You could try planning a wartime birthday party tea too. Rationing Challenge: Collect food items or pictures to show just how small how the ration was for one person for a week. In 1942, for example, you could have had: One pork chop and four sausages 4 rashers of bacon 8 oz / 228 g of butter 8 oz /228 g of tea (say 15 teabags) 2 oz/ 57 g of cheese 1 egg 	English: Persuasion text: How to help on the homefront. Maths: weight and measurement Moral development To show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to under and and appreciate the viewpoints of others on these issues		

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ART to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	To use silhouettes in art work.	Blitz Art work Look at images of cities during bombing raids. What were the light sources? Discuss the use of spot lights to look for enemy planes. Spot barrage balloons and discuss the use. What famous buildings can you see in the images of the London Blitz? 	Create a Blitz pictures: 1. Draw horizon line and mark out the light from the spot lights. 2. Colour wash the background. 3. Cut out silhouettes of buildings from black paper.	Topic: Local history WW2		
DT select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	L.O. To create a 3D structure L.O To use a range of tools to shape and join materials.	Look at models of Anderson shelters. Why were they used? How could they have helped save lives. 	<ul style="list-style-type: none"> Follow instructions to make a paper Anderson shelter from a template (topic box) Design and make their own air raid shelter from shoe boxes. 	English: Lion and the Unicorn		

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ART to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and about great artists, architects and designers in history	Understand the messages portrayed in the pictures by studying the position of the bodies and the facial expressions. To learn about the works of Henry Moore.	One evening in autumn 1940, Henry Moore took cover from an air raid in Belsize Park underground station. Looking around at the people sheltering there, he became 'fascinated by the sight of people camping out deep under ground'. On returning to his studio he made some drawings from memory. When Kenneth Clark, chairman of the War Artists Advisory Committee, saw the pictures he commissioned further drawings and appointed Moore as an official war artist. Use shelter drawings and children to look in detail (the mood) - talk about who is in the pictures and where the people are. Highlight the position of the people – what are they doing? How are they feeling? Discuss how the pictures reflect time and place.	Children to sketch bodies separately in a variety of positions - using the pictures. Focus on proportions of arms and legs. 	English: Lion and the Unicorn		
	<i>Use ideas gathered so far to make a composite shelter drawing.</i>	.Children add a tunnel background. Chose 2-3 people in the shelter and model how to mark their positions using light pencil marks. Model where the light source is coming from. Children to then draw a background shelter to represent the underground.	Children begin to build a basic picture using the techniques they have been using	English: Lion and the Unicorn		

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Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<p>To investigate towns and villages in the local area.</p> <p>To use co ordinates.</p>	<p>The 8-point compass You can make your compass more accurate by adding more points to it. By drawing a line in between each of the cardinal points, you can create an eight- point compass that shows the directions for north-east (NE), south-east (SE), south-west (SW) and north-west (NW).</p> <p>The 16-point compass For even more accurate readings, some compasses add eight more points to make a total of sixteen.</p> <p>Each of these points also has a direction. West-south-west (WSW) points to a direction west of south-west. Similarly, north-north-east (NNE) points north of north-east.</p>	Where is Uttoxeter? Town, County, Continent? Where are the nearest towns? More Able – find Uttoxeter on a UK road atlas using 2 or 4 or 6 digit grid references.	SMSC: To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them	I can use 4 points of the compass.	I can use 8 points of the compass.
Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	L.O . To find out how far towns are away using scale	<p>What is scale? It wouldn't be possible for maps to show things the size they are in real life, so maps make things smaller using scale. Drawing something to scale means showing it at a different size to what it is in real life.</p> <p>When maps are drawn to scale things are made many times smaller than they really are. Because maps are important to a lot of people, this process has to be very accurate.</p> <p>Every map has its scale printed on the front. It is usually written like this: 1:25 000. This means that 1 unit of measurement on the map (a centimetre, for example) represents 25 000 of those same units on the actual ground the map covers.</p>	Use a piece of string and the scale to measure distances from Uttoxeter to local towns. Predict – how far do you think it will be to Worcester? etc More Able: measure road distances and able measure “ as the crow flies”. Less able: write their name and address on back of sheet and find OS symbols on the map. http://www.echalk.co.uk/Geography/geography/Content.htm Mapzone http://www.ordnancesurvey.co.uk/mapzone/map-skills/understanding-scale	Maths link Plan a bus trip around Uttoxeter. Use timetables and work out costing. Use maps to work out your route.		

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<p>Geography</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>To use OS symbols</p>	<p>Why do maps use symbols?</p> <p>Maps often use symbols instead of words to label real-life features and make the maps clearer. With so many features on a map, there would not be enough space to write everything down in words.</p> <p>Symbols can be small pictures, letters, lines or coloured areas to show features like campsites, youth hostels or bus stations. If you look closely at a map, you will see that it is covered in symbols. There will usually be a key next to the map to tell you what the symbols mean.</p>	<p>Living Map activity: Give children a clue as to where to find someone in Utttoxeter. 'They like to drink coffee'. How are you going to find out where they are? How will you get to them? Can you use maps to work out where they are? How did they get there? Plan route to find the person.</p>			
<p>Topic</p> <p>Local Geography</p> <p>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</p>	<p>L.O. To use contour lines</p>	<p>How do we show height on maps?</p> <p>Like any piece of paper, maps are flat, but the land they cover is often quite hilly. Contour lines are a map's way of showing how high the land is. They join together points of equal height and never cross.</p> <p>When contour lines appear close together, this means the land slopes sharply and would be steep to climb. The further apart the contour lines are, the flatter the land will be.</p> <p>If you take some time to look at the contour lines on a map, you will soon get an idea in your mind of what the land actually looks like in real life.</p>	<p>Use the contour lines to identify cliffs, banks, valleys, hills around Utttoxeter.</p> <p>LA Match pictures to vocabulary.</p> <p>Possible 3 D relief cross section to show contour ideas(junk model/build and paint in small groups)</p>	<p>SMSC: To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them</p>		

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technologies.						
human geography, including: types of settlement and land use,	L.O. To know how land use can be changed.	Look at plan available on line for a development in town eg Former JCB site. Look at the use of keys to denote land use. Do they think it is a good use of the land?	Design a plan for the old JCB site. What should be built there? Use keys to denote land use.	SMSC: To develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.		

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PSHE Me in the World 1f Look after money and realise that future wants and needs may be met through saving 2f Resolve differences by looking at alternative, making decisions and explaining choices 2j Know that resources are allocated in different ways and these economic choices affect individuals, communities and sustainability of the environment 5d Make real choices and decisions: e.g.	L.O. identify where money comes from identify what money is used for	Money, work, present, inheritance, sale Buy, purchase, bill, save, spend	Write a list of all the things money is used for. Separate lists into list of NEEDS and WANTS	Spiritual Development To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them Moral development To show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to under and and appreciate the viewpoints of others on these issues. Social Development To use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds To show a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively To show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different		
	L.O. describe a range of things money can be used for	Ask the children to imagine they have been given an amount of money for their birthday or for doing a job for someone. Use an amount which is appropriate for the children in your setting e.g. £5 - £20.	Ask the children to think about what they could do with the money e.g. spend it, save it, give it away or combinations. When saving is mentioned think about the different ways this could be done.			
	L.O. explain why something is or is not good value for money	Bring in a range of toys or some resources from other classes. Ask the children to play with these for a reasonable length of time.	Ask the children to think about how much the item might have cost. Reveal the actual price and then ask children to discuss whether they think it is worth that amount and why.			
	L.O. explain things we need to consider when we decide to buy something L.O. use research skills to develop as critical consumers	Identify a small resource you need to buy for the class such as coloured pencils or felt tips. Ask the children to think about what needs to be considered before buying something e.g. cost, quality, speed of delivery, value for money activity)	Give the children an amount to spend, a specific item or one of their choosing to buy. Get them to research what the best buy is in terms of price, quality and availability. (This could be a homework			

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about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities PSHE				religious, ethnic and socio-economic groups in the local, national and global communities. To develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.		
	L.O. begin to recognise how resources are allocated L.O. describe ways to reduce the impact resource use has on the environment	Use "If the World were a village" (book by David J Smith and Shelagh Armstrong or online https://www.youtube.com/watch?v=QrcOdLYBlw0 to look at population distribution and also resource distribution. Why do children think there are these differences? Are they fair? Can we do anything to change this?	Focus on energy or waste produced. Consider the uneven picture across the developed and developing world. (Year 3 Me in the World Resource A) Is this fair? What can we do to make the world fairer? What can be done to reduce the impact on the environment? Consider ways to encourage people to reduce the energy they use or the waste they produce. Create a leaflet that includes facts about the impact on the environment and send out to relevant people e.g. targeted at parents or local businesses.	www.jointhepod.org Includes a range of resources for sustainability		
Art to create sketch books to record their observations and use them to review and revisit ideas	To understand and recognise the work of Georgia O'Keeffe.	Vocab Georgia O'Keeffe, artist, work, tone, large, image, drawings, flowers, rocks, shells, bones, landscapes Displaying a range of images and work in the style of Georgia O'Keeffe, explain to the class that they will be studying and recreating work in the style of Georgia O'Keeffe. Explain that she was an American artist who is famous for her art work. Explain that her most famous paintings and drawing involved those of flowers, rocks, shells, animal bones and landscapes. Allow children to view various images and discuss what they can notice about her work. Look in further detail at some of the shapes, how they have different textures. Discuss how most of the drawings are large and are close ups.	Children to carefully observe and copy work by Georgia O'Keeffe. Use sugar paper, power point presentation, pastels, charcoal, pencil crayons, pencils	SMSC: To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them		More Able: Encourage to use various techniques with materials provided.

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		Tell the children that they will select an image of their choice from the work of Georgia O'Keeffe and recreate it using the materials provided. Model how they will carry out the activity				
Art and DT to create sketch books to record their observations and use them to review and revisit ideas	To understand natural objects. To locate natural objects.	Recap and remind children of the work carried out in previous lesson. Ask children: what were Georgia O'Keeffe's main observational drawings and works of? What was she inspired by? Explain that they will create work similar to this style by focusing on nature. Ask children if they can think of objects that are from nature. Make a class list. Show children a selection of objects, such as plants, flowers, leaves, fruits and vegetables. Talk about how they are all from nature (they have grown). Encourage children to look closely at the objects and describe what they can see	Take the children for a walk around the school and ask them to collect objects from nature and take pictures. Remember to explain to the class that they should not pick growing things, but collect things that are on the ground. (Remind children about the dangers of touching objects when they don't know where they have come from.) Once children have collected the objects, return to the classroom and ask children to use the magnifying glasses to look more closely at their objects			
Art/Design to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	To use and understand the printing technique. To design and make a template based on nature for printing	Ask the children to think of different techniques we can use. Make a list of the techniques they know. Focus the children on printing. Show them examples of work that has been printed. Demonstrate to the class how we can print different objects using fruits. Explain that in this lesson they will make a template of their natural object so they can use this to print in the next lesson. Model how they will etch in their nature design into a polystyrene sheet.	Children will etch in their design into polystyrene sheets for their printing template.			

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<p>Art/Design</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p>	<p>To print using a template. Evaluate and reflect own work.</p>	<p>Discuss previous lesson and remind children of their templates. Show next process of printing using the roller. Chn should place their polystyrene sheet onto newspaper with design faced up and then they should roll paint onto the sheet. Next, place the polystyrene print and press it onto sugar paper. They should keep it in place with one hand and firmly roll over the back of the print. Tell all pupils to repeat this process till they have filled the sugar paper sheet. Once the sheet is completed they should leave in a place to dry.</p>	<p>Have a printed page of a natural object with repeating pattern</p>			
<p>Science Pupils should be taught to: □ 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 □ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>To identify that humans get the nutrition they need from what they eat.</p>	<p>Organise to take children on a visit to a local supermarket to look at the different foods available. On worksheet 1C, children to list as many different types of food as they can spot as they walk around. In the box, children to list five of their favourite foods as they spot them. Alternatively, children could take photos of the foods they spot to print out once they get back to the classroom.</p>	<p>• Once back in the classroom, challenge children to sort the foods they discovered into groups. Children to put the foods into their own groupings and explain how/why they grouped them in this way Plenary-Tell children that they will be playing a game in which they have to state whether a food is eaten for energy or for growth. You will say a food and if it is for growth, children to stand on their tiptoes and reach as high up as they can. If it is for energy, children to run on the spot. Name several different foods (e.g. fish, pasta, potatoes, chicken, cheese, etc.) and children to show which group they think it belongs to.</p>		<p>Do children know that humans get nutrition from what they eat? • Can children identify and group a variety of foods?</p>	<p>• Can children recognise foods for growth and foods for energy?</p>

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<p>Pupils should be taught to: <input type="checkbox"/> 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 <input type="checkbox"/> identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>To identify that a balanced diet is needed in order to stay healthy.</p>	<p>How many reasons can you think of for why we need food? Children to think, pair, share their ideas, then list on the slides.</p> <ul style="list-style-type: none"> • Explain that in order to stay healthy, we cannot eat just any food. We need to eat a balanced diet. Explain what is meant by this, showing the food pyramid and the example of a healthy meal. • People who do not eat the correct amount of each food group can start to feel poorly. Some people cannot eat certain foods. How can they make sure they they still eat a balanced diet even though they cannot eat certain things? Go through each of the scenarios (e.g. a vegetarian and a coeliac) and ask children to suggest other foods they could eat to make sure they are getting a balanced diet. 	<p>Lower ability: On worksheet 2A, children to draw pictures for each of the sections on the food pyramid to illustrate which foods we should eat most of and which foods we should eat least of.</p> <p>Middle ability: On worksheet 2B, children to use the foods in the word box to complete the food pyramid to show which foods we should eat most of and which foods we should eat least of. Children to illustrate when finished.</p> <p>Higher ability: On worksheet 2C, children to plan three different balanced meals for the people described on the worksheet. How will you make sure each person is able to eat a balanced diet despite their dietary restriction</p> <p>How balanced is your diet? Do you think you are eating the correct amount of each different food group? If not, how could you change your diet so that you are eating more healthily? Children to discuss their ideas, sharing their thoughts with the class if they feel comfortable doing so.</p>		<p>Do children know that humans need to eat to grow and move? Do children understand what is meant by the term 'balanced diet'?</p>	<p>Can children identify and describe which food groups we should eat most of and which food groups we should eat least of?</p>
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<p>Pupils should be taught to: <input type="checkbox"/> 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 <input type="checkbox"/> identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>To investigate which foods different animals eat.</p>	<p>Explain that animals need to eat to get their nutrition, just like humans do. Show children the pictures of different animals on the slides. For each animal, ask children what they think the animal eats and discuss as a class.</p> <ul style="list-style-type: none"> • Go through the information on the slides about what animals eat and some of the terms associated with this: herbivore, carnivore, omnivore, predator, prey. • Explain that today children will be finding out about some foods that different animals eat. If we don't know what an animal eats, how can we find out? Children to share ideas. 	<p>Give each child one of the Animal Cards and tell them that they will be responsible for finding out what the animal they have picked eats. Children could also investigate where the animal lives, whether it is a herbivore, carnivore or omnivore, predator or prey, etc. Give children some time to find out the answers using books, CD ROMs, the internet, etc.</p> <ul style="list-style-type: none"> • Children to present the information they have found out about their animal's diet on a sheet of plain paper, a word processed document or using the template on worksheet 3D. Children to include a picture of their animal, details about where the animal lives, what they eat, whether they are herbivores, carnivores or omnivores, etc. • When all children have finished, collect all the pages together to create a class book about what different animals eat. Children could each present their page to the rest of the class and then leave the book in the reading area for children to look at in their own time. <p>Give each child one of the Animal Cards and tell them that they will be responsible for finding out what the animal they have picked eats. Children could also investigate where the animal lives, whether it is a herbivore, carnivore or omnivore, predator or</p>		<p>Do children know that different animals have different diets? <input type="checkbox"/> Can children use secondary sources to find out about the diets of different animals?</p>	<p><input type="checkbox"/> Can children recognise whether an animal is a herbivore, carnivore or omnivore?</p>
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			<p>prey, etc. Give children some time to find out the answers using books, CD ROMs, the internet, etc.</p> <ul style="list-style-type: none"> • Children to present the information they have found out about their animal's diet on a sheet of plain paper, a word processed document or using the template on worksheet 3D. Children to include a picture of their animal, details about where the animal lives, what they eat, whether they are herbivores, carnivores or omnivores, etc. • When all children have finished, collect all the pages together to create a class book about what different animals eat. Children could each present their page to the rest of the class and then leave the book in the reading area for children to look at in their own time. 			
<p>Pupils should be taught to: □ 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 □</p>	<p>To carry out an investigation to find out what pets eat</p>	<p>Do you have a pet at home? What does your pet eat? Children to share their ideas. Display the question on the slides: Do all cats eat the same food? Ask children how we could find the answer to this question. What information would we need to gather and how could we gather it? Invite children to share their ideas. Show children the example of a tally chart and corresponding pictogram showing the results of a questionnaire to find out what cats eat. What do these results show you? How accurate do you think these results are? How could we make them more accurate (e.g. ask more people, give more options, etc.)?</p>	<p>Lower ability: Children to investigate the question 'What do dogs eat?' on worksheet 4A by asking a number of people with dogs which of the categories their pet dog eats most often and marking on the tally chart. When finished, children to then complete the pictogram on the worksheet and answer the questions.</p> <p>Middle ability: On worksheet 4B, children to choose which pet they would like to investigate and then choose five</p>		<p>Can children pose questions that can be investigated? Can children gather data systematically ?</p>	<p>Can children present and evaluate the results of an investigation?</p>

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identify that humans and some other animals have skeletons and muscles for support, protection and movement.		Tell children that today they will be asking and investigating a question about what pets eat. What questions could we investigate? Children to think, pair, share their ideas and then list questions on the slides.	possible foods they might eat. Children to then ask owners what their pets eat and mark on the tally chart. Children to then complete the pictogram showing their results and answer the questions. Higher ability: On worksheet 4C, children to ask their own question they would like to investigate and plan the investigation. Children to then mark owners' answers on a tally chart. When they have gathered the information they need, children to mark on a pictogram on worksheet 4D and answer the questions.			
Pupils should be taught to: □ 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 □ identify that humans and some other animals have skeletons and	To explore human and animal skeletons.	What do you know about bones and skeletons? Why do you think we have bones? Children to think, pair, share their ideas, then go through the information on the slides. • Ask children to feel the bones in their hands. What are the bones like? What can you feel? Invite children to share their ideas. • Show children the picture of the human skeleton on the slides. Can you label any of these bones? Invite children to fill in the boxes and then check if they were correct on the slides. • Explain that lots of other animals have skeletons too. What similarities and differences do you think there would be between a dog skeleton and a human skeleton? Children to think, pair, share their ideas. What about the similarities and differences between a fish skeleton and a human skeleton?	Lower ability: On worksheet 5A, children to use the words in the word box to help them label the different bones in the skeleton using the letters provided as clues to help them. Middle ability: On worksheet 5B, children to use the words in the word box to help them label the different bones in the skeleton. Higher ability: On worksheet 5C, children to label the bones on the skeleton. Children to label as many as they can from what they already know and then use books, CD ROMs, the internet, etc., to label any they were unsure of.		Do children know that animals with a skeleton are called vertebrates? • Can children identify different bones in the human skeleton? •	Can children compare bones in animal and human skeletons?

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muscles for support, protection and movement.		<ul style="list-style-type: none"> Explain that animals with internal skeletons are called vertebrates. One thing all vertebrates have in common is a backbone. They may be bigger in some animals than others but all animals (and humans) with a skeleton have a backbone. Why do you think this is? Invite children to share their ideas. 	<p>Explain to children that there are things you can do to make sure your bones are healthy and don't break easily. One way of doing this is to eat plenty of calcium in your diet. Dairy foods contain a lot of calcium. Can you think of some dairy foods that would help you keep your bones healthy and strong?</p> <p>Children to share their ideas.</p>			
<p>Pupils should be taught to: □ 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 □ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported.	<p>What would happen if we didn't have a skeleton? Invite children to share their ideas.</p> <ul style="list-style-type: none"> Go through the information on the slides explaining that without a skeleton we would be a mess of skin, muscle and organs on the floor! The skeleton supports the body and keeps everything in the right place. It also protects some of our internal organs. Can you think of any organs that are protected by our skeleton? Go through the answers on the slides (brain, lungs, heart, spinal cord). Some animals do not have a skeleton inside their bodies. These animals are called invertebrates. Can you think of any invertebrates? How do they move and protect themselves? Children to think, pair, share their ideas. Go through the examples on the slides of a lobster, snail and worm. Tell children that today they will be researching some different invertebrates to find out how they are supported and protected without a skeleton. What sources of information could we use to do this? 	<p>Lower ability: On worksheet 6A, children to tick the boxes to show how each of the animals moves and protects themselves, then answer the questions.</p> <p>Middle ability: Provide children with a copy of worksheet 6B, books, CD ROMs, access to internet, etc. Children to find out how each of the invertebrates listed on the worksheet support themselves without a skeleton.</p> <p>Higher ability: Provide children with a copy of worksheet 6C, books, CD ROMs, access to internet, etc. Children to find out how each of the invertebrates listed on the worksheet support themselves without a skeleton.</p>			

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Pupils should be taught to: <input type="checkbox"/> 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 <input type="checkbox"/> identify that humans and some other animals have skeletons and muscles for support, protection and movement.	To find out what muscles are and how skeletal muscles help us to move.	We have already found out that we need a healthy diet to give us enough nutrition for energy to move, and that we have skeletons to support us and help us move around, but what else do we need to make us move? Invite children to share their ideas, then go through the information on the slides about the different types of muscles and how each movement we make requires a muscle. • Go through the information on the slides explaining that skeletal muscles are attached to bones and how they contract and relax to help us move. Make sure children understand that muscles work in pairs. One muscle (the flexor) contracts and is made shorter while the other muscle (the extensor) relaxes and gets longer to move e.g. your arm, and then each reverses when you relax again. • Ask children to use their hands to feel the muscles in their upper arms (biceps) as they move their forearms. What can you feel? Invite children to share their observations. • Explain that animals have lots of muscles too, just like humans. Some animals have stronger muscles than others. Go through the examples on the slides, e.g. cheetah's leg muscles, bird's wing muscles, crocodile's jaw muscles.	Set up four different stations around the classroom and put one of the Challenge Cards on each station. Give children some time to go around each of the stations and complete the challenges. • Once children have explored each station, challenge them to record what they found out. This could be as a written description, as diagrams, as an information poster, etc. End of Unit Quiz!		Do children know that muscles help us move? • Do children know that muscles work in pairs to move different parts of the body? •	Do children know that some animals have strong muscles for particular purposes?
Pupils should be taught to: <input type="checkbox"/> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers <input type="checkbox"/> explore the requirements of	To identify and describe the functions of the roots of flowering plants.	Show the slide with a picture of a flowering plant. Can you name any of the parts of this plant? Do you know what any of the parts do? Children to discuss and share their ideas. Show the labelled plant on the next slide. <input type="checkbox"/> Do you know which part of the plant grows first? What does it grow from? Children to discuss their ideas. Show the slides explaining seed germination and root growth.	In pairs, children to follow the instructions on the Growing Beans worksheet. Explain that over the next week or two, they are to record their observations regularly in a 'Bean Diary'. The diary could include comments and descriptions of what is observed, photographs of their plants, labelled diagrams and		Can children name the main parts of flowering plants? <input type="checkbox"/> Can children explain the function of roots?	

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<p>plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>		<p>Do you know what the roots do? The next slide shows a number of statements; some are true and some of them are misconceptions younger children have about the roots of plants. Children to talk with a partner, addressing each of the statements shown. Get pairs to share a few of their ideas. Let's see how much you got right! Show the slides explaining the main functions of roots, how they work and how they grow.</p> <p>Explain that today we will be investigating how roots grow.</p> <p>N.B. Dried beans bought from the supermarket should grow if you are unable to get hold of dried bean seeds!</p>	<p>tables of data collected.</p> <p>Children to discuss what kind of information they think should be collected in their 'Bean Diary' and create their own 'success criteria' which they can refer back to, ensuring their diary features these.</p> <p>Given the right growing conditions, the plants should be ready to be carefully removed from their jars and planted in soil after a couple of weeks. You could keep the bean diary going as the plants grow throughout the term</p> <p>Plenary</p> <p>After a week or so of collecting data, children to share and discuss their findings with reference to the following questions: What did you notice? Were your predictions correct? What do you think will happen over time? Did anything go wrong? If so, why? How could the experiment have been improved?</p>		<p>Can children record findings and draw conclusions?</p>	
	<p>To investigate the way in which water is transported within plants.</p>	<p>Name and describe the main parts of flowering plants and their functions. The leaves and flowers of a plant need water to grow and perform their functions. Where do they get their water from? Children to discuss their ideas.</p> <p>Show slides explaining in greater detail the function of the roots and stem in transporting water within</p>	<p>Set up the celery and food dye experiment as a teacher demonstration. In a couple of hours, the effect should be observable so that you can carry out the plenary activity below.</p> <p>How do plants actually draw water up the straw-like capillaries in their stems? Children to discuss and share their ideas - some may suggest that plants 'suck' the water up like using a straw</p>		<p>Can children explain where plants get their water from?</p> <p>Can children name the parts of the plant that</p>	

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		<p>plants.</p> <p>What happens to the water once it has been transported into the plant by the roots and stem? Where does it go? Children to discuss their ideas.</p> <p>Show slides explaining what happens to water once it reaches the main parts of plants. Can you think of some experiments we could do to show how water is transported by the roots and stem? Children to discuss their ideas then share them. As part of the discussion, you could collect some of their ideas on the slide provided.</p> <p>Show slides explaining how water and food dye are drawn up by pieces of kitchen. Could this information help us plan an experiment?</p> <p>Explain that today we will be planning and setting up experiments to show how water is transported within plants.</p> <p>Plenary</p> <p>After a couple of hours, the celery should have soaked up enough of the dye-coloured water to be visible in the capillaries running up the length of the stem. Show the slides demonstrating cutting across and then lengthways through the celery to observe the changes. Children to try this themselves with their celery.</p> <p>Leave a celery stick with leaves in dyed water to look at the next day. The whole plant should have changed colour! What can we learn from this?</p>	<p>(this is a common misconception). Explain that water naturally climbs up very small spaces such as those in the celery stem. This is called capillary action. Give children cups, kitchen roll, food dye, water and the Capillary Action worksheet to test this.</p> <p><i>N.B. The water in the two containers can take several hours to equalise! To increase the speed of the experiment, use shorter lengths of kitchen roll and/or reduce the difference in height between the containers.</i></p>		<p>transport water?</p> <p>Can children plan and carry out simple investigations?</p> <p>Can children draw simple conclusions?</p>	
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	<p>To identify and describe the functions of leaves in flowering plants.</p>	<p>Do plants need food? Plants need energy to grow. What do they get their energy from? Children to discuss their ideas.</p> <p>☐☐Show slides explaining that food is a store of energy; animals need to eat other plants and animals for energy, but plants produce their own food.</p> <p>☐☐Can you remember all the things that plants need to grow? Children to discuss their ideas. Share the slide explaining the needs of plants (water, mineral salts {usually from soil}, light and air).</p> <p>☐☐Plants lose lots of the water they take up from the soil through tiny pores in the leaves. Those pores are important, because the leaves need to take in air as well as sunlight to make their own food. This process also turns the plant green.</p> <p>☐☐How do seeds start to grow if they are in the shade or under the surface of the soil? Children to discuss and share their ideas. Show the slides explaining that seeds contain a small store of food that the plant uses to start growing.</p> <p>☐☐Explain that today we will be learning more about how leaves make food, and how this process fits into the life cycle of flowering plants.</p> <p>Plenary</p> <p>Invite a child to be the 'expert' on functions of the roots, stem and leaves of plants. The other children are to ask the 'expert' questions about this. The 'expert' must be instructed to say 'pass' if they are</p>	<p>Lower ability:</p> <p>On Worksheet 3A, children are to complete a description of the function of leaves on flowering plants, using the bank of words and clues provided. They are then to cut and stick the Life Cycle Flowchart pieces in the correct order on the bottom of the worksheet.</p> <p>Middle ability:</p> <p>On Worksheet 3B, children are to complete a description of the function of leaves on flowering plants, using the bank of words provided. They are then to cut and stick the Life Cycle Flowchart pieces in the correct order on the bottom of the worksheet.</p> <p>Higher ability:</p> <p>On Worksheet 3C, children are to write a description of the function of leaves on flowering plants, using the bank of words provided. They are then to cut and stick the Life Cycle Flowchart pieces in the correct order on the bottom of the worksheet.</p> <p>(LADIES THE FANCY SOMETHING A BIT DIFFERETN IS EXACTLY THE SAME AS THEY Y2 DID THIS TIME LAST YEAR!!!!)CC!!</p>		<p>Can children say what plants need to produce their own food?</p> <p>☐☐Can children explain the function of leaves in flowering plants?</p> <p>☐☐Can children start to explain some stages in the life cycle of flowering plants?</p>	
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		unsure of anything, at which point the teacher can step in to respond. Encourage other children to extend the answers given by the 'expert', adding detail.				
	To explore the part that flowers play in the life cycle of flowering plants, including pollination , seed formation and seed dispersal.	<p>What's the point of flowers? Children to discuss and share their ideas. Show slides outlining the function of flowers as well as naming and defining the main parts.</p> <ul style="list-style-type: none"> • Did you know that flowering plants need help to reproduce? The pollen of one flowering plant must travel to the stigma of another plant. This is often done by flying insects such as bees, but some plants disperse their pollen using birds or the wind. • What happens when the pollen lands on the stigma? Show the slides explaining the process of fertilisation and seed formation. • Explain that today we will be labelling the main parts of a flower and describing their functions. <p>Plenary YOU MIGHT WANT TO THINK AGAIN ON THIS ONE!!</p> <p>In groups, children are to use their bodies to make a model which shows the process of pollination including the journey of pollen grains and fertilisation. Children in the group could use their bodies or whatever comes to hand to represent the male parts of one flower holding pollen, an insect carrying pollen to another flower, and the pollen sticking to the female parts of another flower and combining with egg cells in the ovary to make a</p>	<p>Provide children with the Dissecting Flowers worksheet, tweezers and a flower. Suitable flowering plants for this activity include: Snowdrop; Geraniums; Peony; Foxglove; Lilies and Sweet Pea. Apply doublesided sticky tape to the square in the centre of the worksheet.</p> <ul style="list-style-type: none"> • Children are to carefully and systematically dissect their flower, starting with the sepals and working in towards the centre of the flower. This can be done by carefully pulling off each part using tweezers or fingers. • Stick the parts of the dissected flower onto the square of double-sided sticky tape in the centre of the worksheet. The parts could be arranged in rows or columns to make a kind of pictogram, or in a concentric fashion like an 'exploded view'. When finished, cover the dissected flower using regular sticky tape or stick-backed plastic. • Children should then label their dissected flower using the bank of words provided, and answer questions about their flower. 	<ul style="list-style-type: none"> • Can children name the main parts of flowers? • Can children describe the functions of the main parts of flowers? • Are children able to describe one of the ways in which flowering plants reproduce? • Do children know how and where seeds are formed in flowering plants? 		

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		seed.				
	To explore some of the ways in which flowering plants disperse their seeds.	<p>Can you correctly order these stages in the life cycle of flowering plants? Children to discuss their ideas. Show the correctly ordered stages.</p> <ul style="list-style-type: none"> • Once fertilised by pollen, ovules in the ovary of the flower grow to form seeds. The flower of the plant starts to change as the seeds grow. Show slides explaining the process where the flowering part of the plant becomes a fruit. • All plants need to disperse their seeds so that they don't fall on the ground underneath them. Why? Children to discuss and share their ideas. Did you think of any of these reasons? Show the slide giving reasons. • How do plants disperse their seeds? Children to discuss and share their ideas; the slide shows various fruits to prompt discussion. Collect their ideas on the slide. • There are a number of tricks that plants use to disperse their seeds. Did you think of any of these? Show the slides explaining the different methods of seed dispersal. <p>Plenary Explain that humans also play a part in the dispersal of seeds. Children could discuss and share their ideas about how this occurs (on clothes and shoes,</p>	<ul style="list-style-type: none"> • Explain that today we will be looking closely at the fruits of flowering plants to determine how their seeds are dispersed. <p>Take children outside to an area where they can hunt for different fruits and seeds. Remind them that they are not to eat anything they find, and they must wash their hands afterwards.</p> <ul style="list-style-type: none"> • Challenge children to find fruits and seeds that are dispersed in different ways, e.g. carried by the wind or buried by animals. • Give children several copies of the Seed Dispersal Fact File; they are to carefully draw and label each seed or fruit they find and answer the questions on the sheet. Children are then to write how they think their seed is dispersed, giving reasons why. • The sheets could be collected and bound to make a class book! 		<p>Can children explain why flowering plants need to disperse their seeds?</p> <ul style="list-style-type: none"> • Can children describe some ways in which seeds are dispersed? • Can children identify how seeds are dispersed based on their appearance? 	

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		by cars and deliberately for farming and gardening). If time, the children's written comments about human seed dispersal could be cut out, distributed and discussed.				
	To understand the structure of seeds and their importance as a food source.	<p>What's in a seed? Children to discuss and share their ideas. Show the slides explaining the internal structure of seeds and the functions of each part.</p> <ul style="list-style-type: none"> • Mini-plenary: What does the seed coat do? Why are the seed leaves so large in relation to the root and shoot? Which grows out of the seed first: the root or the shoot? Why? Children to discuss each question and give answers; the next slide reveals the answers. • The seed leaves inside seeds are a rich food source, storing lots of energy. This means that they are a great source of food for animals too! How many different seeds can you think of that form part of our diet? List children's ideas on the slide. • Some plants produce seeds that can survive for a long time before they germinate. These seeds are an important source of food for some birds and mammals in the winter, as food is scarcer at that time of year. Show children the images of squirrels burying nuts and birds eating from seed cakes and bird feeders. <p>Plenary</p>	<p>Lower ability: Provide groups of children with a variety of beans/seeds to taste. On Worksheet 6A they are to write the names of the seeds tasted on the sheet and use the provided scale to rate each one according to taste. Children should then tally the favourite seeds tasted by other children.</p> <p>Middle ability: Provide groups of children with a variety of beans/seeds to taste. On Worksheet 6B they are to write the names of the seeds tasted on the sheet, using the provided scale to rate each one according to taste. Children should then collect and total scores for each seed tasted by other children.</p> <p>Higher ability: Provide groups of children with a variety of beans/seeds to taste. On Worksheet 6C they are to write the names of the seeds tasted on the sheet, using the provided scale to rate each one according to taste. Children should then collect and</p>		Can children name the parts of a seed and describe their functions? • Can children identify the parts of a seed? • Do children know why seeds are an important food source for animals?	

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		The results of the Main Activity could be shared and discussed with the class, or plotted onto a bar graph. or... End of Unit Quiz!	average scores for each seed tasted by other children			
PSHE Me and my safety 3e Recognise different risks in different situations, decide how to behave responsibly (e.g. sensible road use), what kind of physical contact is acceptable and not acceptable PSHE PSHE	L.O. identify risk in a range of situations	Look at a range of pictures and identify the risks e.g. Hunt the Hazards posters from Rospa http://www.safetyshoppers.com/c-318-ss_hs.aspx What can children do to avoid the risks? Do they ever need to ask for help from an adult? Who?	Ask the children to write five rules for a given situation e.g. being near the road, being near water, in the kitchen Celebrate how much children know about being safe already	SMSC links Moral development: ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions Social development: to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Cultural development understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others		
	L.O. explain rules for keeping safe on the road	Talk about the rules for crossing the road safely. If possible give children practical experience of crossing the roads near school. (e.g. Stepping Out programme)				
	L.O. explain that medicines should be used properly or they can be harmful	In groups give the children the name of a medicine they will have heard of e.g. aspirin, paracetamol, Ventolin (inhaler), and antibiotics. Ask each group to make a story board based on the medicine they have been given using Year 3 Me and My Safety Resource A . You could also ask the groups to make the story positive or negative. Once children have completed their story board ask them to explain them to the class. Draw out a discussion on when medicines had a positive effect and when they were negative. Stress the dangers of taking medicines you haven't been given by a responsible adult or not using medicines correctly	Discuss with the children where medicines should be kept and what should be done with them when they are no longer needed or are out of date. Stress that all medicines are drugs but not all drugs are medicines.			

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PSHE	L.O. understand and be able to resist peer and media pressure	Discuss situations where children may be put under pressure to do something risky or wrong. Discuss the kind of pressure and from whom. Think about strategies for resisting pressure Year 3 Me and My safety Resource B contains a model for decision making. Use the scenarios in Year 3 Me and My Safety Resource C	. Children work in small groups and practise resisting pressure. Explore different outcomes and consequences. Learning to negotiate. Discuss the concepts of 'give and take' and 'compromise'. Children prepare a role play to show successful negotiation.			
PSHE	L.O. judge what type of physical contact is acceptable or unacceptable I.O. explain what they can do if they experience unacceptable touches L.O. explain which parts of their body are private explain the underwear rule L.O.	Use an attitude continuum to explore what types of physical contact are acceptable and unacceptable, include shaking hands, cuddle, kiss, hitting, biting, tickle, kick. Discuss that some are never acceptable and for others it might depend on who is involved and when.	Use the scenarios in Year 3 Me and My Safety Resource D to talk about what the children might do if they experience any unacceptable physical contact. Ask the children to think about how the other person might feel but stress they have the right to feel safe, comfortable and to say no or stop. Explain that they can always talk to an adult in school if anything is worrying them. Use the NSPCC materials to talk to children about which parts of their body are private and what they can do to keep themselves safe. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/			
PSHE	L.O. explain the difference between secrets and surprises	Think about some good things that children have kept secret or as a surprise. Explain that these are fun and that eventually everyone will know about them. Talk about bad secrets e.g. someone being picked on and not telling anyone. These are not good secrets to keep. Discuss what children should do if another child or an adult asks them to keep a secret that worries them.				