

# Year 3 Knowledge organiser

## Summer 1 Safety and the Changing Body



This unit builds on previous knowledge of 'Safety and the Changing Body' in Year 2. Through this topic, the children will understand to prioritise their own safety and well-being in order to effectively assist others in an emergency situation. They will understand the proper steps to help someone who has been bitten or stung with immediate and appropriate aid as well as effective communication with those who can help further. Furthermore, they will learn about effective communication in the digital realm to navigate cyber bullying and maintaining a positive online environment. This will lead to discussions about fake emails and an awareness of online security. These diverse skills collectively contribute to personal safety, effective communication, and responsible online behaviour.

### Key knowledge

- To understand that cyberbullying is bullying which takes place online.
- To know the signs that an email might be fake.
- To know the rules for being safe near roads.

#### Cyberbullying

Bullying that happens online.

It is important to be kind online as well as face to face.



### Key Questions

- How can I respond to cyberbullying?
- How can I enhance my skills as a responsible digital citizen?
- How can I stay safe in the roads?
- What is unsafe behaviour on the road?
- What is unsafe digital behaviour?



When we cross the road we need to remember to:

Stop , Look  and Listen .

### Key Vocabulary

- **Allergic**-Having a reaction to something like food or a substance.
- **Anaphylaxis**-A severe allergic reaction to something.
- **Bullying**-To cause repeated physical or emotional pain.
- **Causality**-Someone who has been injured.
- **Cyberbullying**-Bullying that happens online.

Some people can have an allergic reaction to a bite or a sting. If this happens, you need to get help as quickly as possible.

Some emails are fake and we should not reply or click on links if we do not know who they are from.

There are some choices we can make for ourselves, and other things will be decided for us.



Other people might influence the choices we make.



In Summer 2, the children will learn about transitioning into a new year group and discuss different strategies that can support them with this change. They will identify their achievements this academic year and celebrate them. They will set themselves goals for the next academic year and discuss everything they have to look forward to. Through class discussions, they will identify adults and peers who can support them through this transition.

### Key knowledge

- To know that change will happen and most of the time, we can't stop it.
- To think about the good things that will happen when things change.
- To know that eating healthy and exercising can help us to cope with different situations.
- To know that talking to friends who are feeling the same way can be helpful.
- To know when to seek adult help.
- To do practical activities, such as getting equipment or stationery ready, so you are prepared for the change ahead.
- To relax and do an activity that you enjoy when you are feeling anxious about change.



### Key Vocabulary

- **Transition**- changing from one state, stage, place, or subject to another
- **Cope**-to deal with and attempt to overcome problems and difficulties
- **Strategies**-a plan, method, or series of actions meant to perform a particular goal or effect.

### Key Questions

- How can I deal with change in a healthy and responsible manner?
- Who can I ask for support?
- What questions do I have about moving to the next year group?
- What are you looking forward to next year?
- What are you worried about next year?

