

2016-2017

Year group: 3

Term:	AUTUMN		SPRING		SUMMER	
Topic Umbrella and Title	Let's Investigate	Time Travellers	Unique Universe	Small Surprises	Before you were born	Wonderful World
Science	<p>Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p>Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties □ describe in simple terms how fossils are formed when things that have lived are trapped within rock □ recognise that soils are made from rocks and organic matter.</p>	<p>Animals including humans: 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>Forces and magnets Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</p>	<p>Light: Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces □ recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the sizes of shadows change.</p>

					<p>identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
<p>Working scientifically</p>	<p>asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> □ setting up simple practical enquiries, comparative and fair tests □ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers □ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions □ recording findings using simple scientific language, 			<p>asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> □ setting up simple practical enquiries, comparative and fair tests □ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers □ gathering, 		

	<p>drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> □ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions □ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions □ identifying differences, similarities or changes related to simple scientific ideas and processes □ using straightforward scientific evidence to answer questions or to support their findings. 			<p>recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> □ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables □ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions □ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions □ identifying differences, similarities or 		
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				<p>changes related to simple scientific ideas and processes □ using straightforward scientific evidence to answer questions or to support their findings.</p>		
<p>Questioning and enquiring planning</p>	<p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and</p>			<p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p>		

	<p>classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.</p>			<p>Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.</p>		
<p>Observing and measuring pattern seeking</p>	<p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make,</p>			<p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and</p>		

	<p>how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately (eg data loggers).</p> <p>Begin to see a pattern in my results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Begin to observe and measure accurately using standard units including time in minutes and seconds.</p>			<p>relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately (eg data loggers).</p> <p>Begin to see a pattern in my results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Begin to observe and measure accurately using standard units including time in minutes and seconds.</p>		
Investigating	Set up some simple practical enquiries, comparative and fair			Set up some simple practical enquiries,		

	<p>tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor.</p>			<p>comparative and fair tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor.</p>		
<p>Recording and reporting findings</p>	<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Begin to record results in tables and bar charts</p>			<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and</p>		

				<p>conclusions.</p> <p>Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Begin to record results in tables and bar charts</p>		
Identifying grouping and classifying	<p>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Begin to compare and group according to behaviour or properties, based on testing.</p>			<p>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Begin to compare and group according to behaviour or properties, based on testing.</p>		
Research	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>			<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be</p>		

				answered through practical investigations.		
Conclusions	<p>I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, am beginning to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Am beginning to see a pattern in my results.</p> <p>Am beginning to say what I found out, linking cause and effect.</p> <p>Am beginning to say how I could make it better.</p> <p>Am beginning to answer questions from what I have</p>			<p>I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, am beginning to identify new questions arising</p>		

	<p>found out.</p>			<p>from the data, make new predictions and find ways of improving what they have already done. Am beginning to see a pattern in my results. Am beginning to say what I found out, linking cause and effect. Am beginning to say how I could make it better. Am beginning to answer questions from what I have found out.</p>		
<p>Vocabulary</p>	<p>Begin to use some scientific language to talk and, later, write about what they have found out. Begin to use relevant scientific language. Begin to use comparative and superlative language.</p>			<p>Begin to use some scientific language to talk and, later, write about what they have found out. Begin to use relevant scientific language. Begin to use comparative and</p>		

				superlative language.		
Understanding	Begin to know which things in science have made our lives better. Can begin to understand risk in science.			Begin to know which things in science have made our lives better. Can begin to understand risk in science.		
Geography Location			Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.			Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
Place			Understand geographical similarities and			Understand geographical similarities and

			differences through studying the human and physical geography of a region of the UK.			differences through studying the human and physical geography of a region of the UK.
Human and physical			Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

<p>Geographical skills and fieldwork</p>			<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Learn the eight points of a compass, and four-figure grid references.</p>			<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Learn the eight points of a compass, and four-figure grid references.</p>
<p>History- include coverage</p>		<p>Be able to give some reasons for particular events and changes.</p> <p>Be able to gather</p>			<p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and</p>	

		information from simple sources.			trends over time. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources.	
Knowledge/ understanding of British History		Christopher Columbus				
Knowledge/ understanding of Wider World History		The achievements of the earliest civilizations: explorers and scavengers			The achievements of the earliest civilizations; • Egypt	
Computing	3.1 Programming an animation • Design, write and debug programs that accomplish specific goals; solve problems by decomposing them	3.2 finding and correcting bugs in programs • Debug programs that accomplish specific	3.3 videoing performance Select, use and combine a variety of software (including internet services) on a	3.4 making and sharing a short screen cast presentation Understand computer	3.5 communicating safely on the internet Understand computer networks, including the	3.6 collecting and analysing data • Select, use and combine a variety of software (including internet services) on a

	<p>into smaller parts.</p> <ul style="list-style-type: none"> • Use sequence ... in programs; work with variables and various forms of input and output. • Use logical reasoning to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information. <p>Child Friendly</p> <p>Create an algorithm for an animated scene in the form of a storyboard.</p> <ul style="list-style-type: none"> • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs. 	<p>goals.</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p>Child Friendly</p> <ul style="list-style-type: none"> • Develop a number of strategies for finding errors in programs. • Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch. • Recognise a number of common types of bug in software. 	<p>range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> • Work with various forms of input and output. • Use technology safely, respectfully and responsibly. <p>Child Friendly</p> <p>Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.</p> <ul style="list-style-type: none"> • Edit video, including adding narration and editing clips by setting in/out points. • Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. 	<p>networks, including the internet; how they can provide multiple services, such as the World Wide Web.</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Child Friendly</p> <ul style="list-style-type: none"> • Use a search engine to learn about a new topic. 	<p>internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Child Friendly</p> <ul style="list-style-type: none"> • Develop a basic understanding of how email works. • Gain skills in using email. • Be aware of broader 	<p>range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> • Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. <p>Child Friendly</p> <ul style="list-style-type: none"> • Understand some elements of survey design. • Understand some ethical and legal aspects of online data collection. • Use the web to facilitate data collection. • Gain skills in using charts to analyse data. • Gain skills in interpreting results.
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				<ul style="list-style-type: none"> • Plan, design and deliver an interesting and engaging presentation. • Search for and evaluate online images. • Create their own original images. • Create a video slidecast of a narrated presentation. • Develop understanding of how the internet, the web and search engines work. 	<p>issues surrounding email, including 'netiquette' and online safety.</p> <ul style="list-style-type: none"> • Work collaboratively with a remote partner. • Experience video conferencing. 	
eSafety	<p>The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online</p>	<p>The pupils could consider the implications of bugs in software. Participating in the Scratch community would enable the pupils to help others with their projects as well as allowing them to receive help on their own. Participation requires parental permission, and the pupils should consider</p>	<p>In filming one another, the pupils need to ensure that the appropriate permission has been obtained, and that they act respectfully and responsibly when filming, editing and presenting their work. The pupils should think through the implications of videos being made available on the school network</p>	<p>Pupils learn that everything they do online leaves a trail, culminating in their digital footprint. They discover the use of safe search modes or child friendly search engines, and learn what to do if they meet inappropriate content. They also become familiar with intellectual property rights, including Creative</p>	<p>The pupils should think about the safe use of email. They learn how email can be used positively. They become aware of some of its risks, including malware attachments, hacked accounts, spam and spoofed links, but also learn how their exposure to such risks can be reduced. They consider the importance of</p>	<p>The pupils learn some of the legal and ethical requirements for designing online surveys and processing data. They also consider what information it would be appropriate for them to give in an online survey, and some implications of data processing. The pupils can use online</p>

	community, as well as obtaining parental permission.	what behaviour is acceptable online.	or more widely via the internet. They should discuss why schools and other organisations have strict policies over filming.	Commons Licenses, and the importance of acknowledging other people's work. Pupils learn that they should seek permission before taking photographs.	introductions in extending circles of trust. They learn how video conferencing can be used positively, to support learning with a known partner.	tools for collaborating on survey design and analysis, considering how to use these appropriately. The survey itself could address issues of the pupils' attitudes to online safety.
Art	<p>Art - Drawing</p> <p>Use sketchbooks to collect and record visual information from different sources. Recording/ exploring and experimenting.</p> <p>Use and control different media to explore ways in which they can be applied to achieve particular effects. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Identify key visual element such as colour, pattern,</p>					

	<p>texture, line, shape, form and space in their own work and the work of others.</p> <p>Begin to adapt and apply shades to achieve tonal effects/ pattern /textures.</p> <p>Consider the scale/surface of their work.</p> <p>Make drawing/paintings that include detail and context</p> <p>Make drawings using the computer.</p> <p>Select drawing equipment from a limited range and decide how it might be used.</p> <p>Drawings for different purposes using a range of styles.</p> <p>Make and drawings (painting) from observations/experiences and imagination with the emphasis on first-hand experience.</p> <p>To improve their mastery of drawing with a range of materials.</p> <p>Look at and consider the work</p>					
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	<p>of great artists / architects / craft makers and designers in history. Continue to make links to their own work and have an increasing awareness of different kinds of art, craft and design.</p> <p>Describe what they achieved and how it was produced.</p>					
	<p>Painting</p> <p>Use sketchbooks to collect and record visual information from different sources. Recording/ exploring and experimenting.</p> <p>Paintings for different purposes using a range of styles.</p> <p>Select painting equipment from a limited range and decide how it might be used</p> <p>Begin to adapt and apply colours to achieve tonal effects/ pattern /textures.</p> <p>Make and drawings (painting)</p>					

	<p>from observations/experiences and imagination with the emphasis on first-hand experience.</p> <p>To improve their mastery of painting with a range of materials.</p>					
	<p>Sculpture</p> <p>Mould malleable materials - dough/clay- to create shapes and can be combined to make objects and people from a range of component shapes. And explore their qualities. Use simple for building and joining clay/malleable materials. - experience casting (adult led)</p> <p>Use a wider range of tools to cut/shape and impress patterns and textures into a range of materials.</p> <p>Create simple shapes from paper and card.</p> <p>Planning the sculpture and ideas about materials and tools to use.</p> <p>Create papier-mache and use it to model 3D shapes.</p> <p>Working on a range of scales</p>					

	<p>and sizes. Talk about materials, how they have been worked and the final results. To improve their mastery of sculpture with a range of materials.</p> <p>Look at the work of a range of artist/ craft makers and designers. Describe the differences and similarities between different practises and disciplines and make links to their own work.</p>					
	Printing/ textiles/ collage					
<p>DT December/March Design</p>		<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop,</p>		<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop,</p>		

		<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>		<p>model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>		
<p>Make</p>		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>		<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>		

		properties and aesthetic qualities.		properties and aesthetic qualities.		
Evaluate		<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>		<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>		
Technical Knowledge		<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example,</p>		<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example,</p>		

		gears, pulleys, cams, levers and linkages]		gears, pulleys, cams, levers and linkages]		
Cooking and Nutrition						
PE	<p>Master different movements - running, throwing, catching, as well as agility, balance and co-ordination. Apply these across a range of activities.</p> <p>Team games, attacking and defending.</p> <p>Perform dances using simple patterns.</p>					
Music	<p>Use voices expressively - chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen to and concentrate with recorded and live music.</p> <p>Experiment with and explore a range of inter related dimensions music.</p>					

<p>PSHE</p>	<ul style="list-style-type: none"> • To work together towards one goal. • To understand that others have different feelings. <ul style="list-style-type: none"> • To know what a positive/healthy relationship is. • To understand what an unhealthy relationship it and who to talk to for support. <ul style="list-style-type: none"> • To know we have different relationships with different people. • To understand what physical contact means. <ul style="list-style-type: none"> • To know how our actions affect ourselves. 	<ul style="list-style-type: none"> • To know who helps us to stay safe. <ul style="list-style-type: none"> • To understand the words 'risk, danger and hazard.' • To know simple routines that reduce the spread of diseases. <ul style="list-style-type: none"> • To know school emergency procedures. • To reflect on achievements. <ul style="list-style-type: none"> • To know that responsibility comes with growing older. • To know what make us feel in danger. 	<ul style="list-style-type: none"> • To know what gives us a positive physical health. <ul style="list-style-type: none"> • To know what a balanced diet is. • To deepen understanding of good and not good feelings. <ul style="list-style-type: none"> • To understand the affects of overloading our bodies. • To know the importance of protecting personal information. <ul style="list-style-type: none"> • To know how to keep physically safe e.g. road. • To know our own strengths and areas for improvement. 	<ul style="list-style-type: none"> • To know what keeping a secret means. <ul style="list-style-type: none"> • To listen carefully and respond to people. • To recognise similarities and differences in peoples families. • To know how teasing can affect others. <ul style="list-style-type: none"> • To understand what a dare is. • To know what stereotypes means. 	<ul style="list-style-type: none"> • To discuss topical issues. • To know why rules and laws protect us. <ul style="list-style-type: none"> • To solve differences by looking at others point of view. • To know what being apart of the community means. <ul style="list-style-type: none"> • To know that differences can be resolved with different points if view. 	<ul style="list-style-type: none"> • To know the role of money in ours and others lives. <ul style="list-style-type: none"> • To know what enterprise means. • To know the role money plays in our lives. • To know the different responsibilities at home. <ul style="list-style-type: none"> • To know what being apart of a community means. • To think about the lives of people in other places. • To know how the media present information.
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