

Year 3 Curriculum – The Mead Academy Trust

Art and Design	
Drawing and using sketchbooks	<ul style="list-style-type: none"> Continued modelled use of sketchbooks to collect and record visual information Make marks and lines with a wide range of media Continue to explore using a variety of media making variations in tone and begin to show an awareness of objects having a third dimension Create textures with a wide range of media and tools
Painting	<ul style="list-style-type: none"> Mix and create own colour wheel showing primary and secondary colours Explore making different hues of 1 colour using a variety of media including collage Develop use of different brushes for specific purposes
Sculpture	<ul style="list-style-type: none"> Plan, design and make a sculpture in clay from observation Use tools to create surface patterns and textures in a range of malleable materials
Printing	<ul style="list-style-type: none"> Work collaboratively experimenting with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures
Digital media	<ul style="list-style-type: none"> Record and collect visual information for own use, using digital media Use graphics program to manipulate an imported image to achieve a piece of artwork
Computing	
Programming	<ul style="list-style-type: none"> Explore and create sequences of instructions using a variety of visual tools
Inputs and Outputs	<ul style="list-style-type: none"> Understand the role of inputs and outputs and demonstrate in sequences of instructions Evidence algorithms through diagrams, pictures or words
Sensors	<ul style="list-style-type: none"> Investigate and be able to explain how devices respond to instructions and produce different outcomes
Debugging	<ul style="list-style-type: none"> Think through algorithms and predict the output, identifying possible errors
Networks	<ul style="list-style-type: none"> Show awareness of where content is stored (server, cloud etc.)
Information Technology	<ul style="list-style-type: none"> Recognise that there are different search engines Recognise that different software and hardware can solve different problems; start to consider the most appropriate Continue to use appropriate software to create digital content
Digital Literacy	<ul style="list-style-type: none"> Demonstrate understanding of the need to be safe and respectful online and the ways in which this can be done
Communicating and collaborating online	<ul style="list-style-type: none"> Begin to understand the uses of digital communication and its purpose in the wider world
Personal Information	<ul style="list-style-type: none"> Show awareness that not everything online is factual or accurate
Dance	
Skills and Techniques	<ul style="list-style-type: none"> Explore variations of basic actions, e.g. different ways of jumping or turning Link a series of actions into a short movement sequence showing basic control, strength and co-ordination Begin to incorporate different levels, direction and speed into movement sequences Begin to explore quality of movement to include tension, force and weight Begin to explore travelling movement and movement on the spot
Choreography	<ul style="list-style-type: none"> Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns. Be able to respond to a range of stimuli and accompaniment. Be able to compose and choreograph work that is artistic and aesthetic in nature.
Evaluating and Appraising	<ul style="list-style-type: none"> Use set success criteria to evaluate own and others work: <ul style="list-style-type: none"> Provide constructive feedback to another by suggesting ways to improve and develop work Accept feedback and begin to use suggestions to adapt/develop work further
Dance History	<ul style="list-style-type: none"> Perform and develop an appreciation of movement from different traditions, times and places.
Performance	<ul style="list-style-type: none"> Be able to communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning. Be able to represent and respond to information in different forms including pictures, sounds and symbols showing some awareness of the audience and purpose.
Design Technology	
Design	<ul style="list-style-type: none"> Research and design functional, appealing products that are fit for purpose Generate and develop ideas through discussion and annotated sketches Create pattern pieces (textiles)
Make	<ul style="list-style-type: none"> Select from a range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing Select from a range of materials and components
Test and evaluate	<ul style="list-style-type: none"> Research existing products, communicating opinions on their effectiveness through discussion Carry out simple tests on products produced against the design criteria and consider how they could improve their work Begin to understand how individuals in design and technology have helped shape the world
Technical	<ul style="list-style-type: none"> Begin to explore different ways to strengthen, stiffen and reinforce simple structures

knowledge	<ul style="list-style-type: none"> • Begin to understand the advantages of implementing mechanical systems in their products such as gears and pulley • Understand how simple electrical circuits work and in which appliances they can be found • Begin to understand the use of computers to program and control products
Cooking and nutrition	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet.
Drama and Performance	
Perform	<ul style="list-style-type: none"> • Read and rehearse plays in order to provide opportunities to discuss language • Use some drama approaches to explore stories or issues • Show understanding of characters or situations by adapting intonation, tone, volume and action helping to create roles and scenarios • Present events and characters through dialogue to engage the interest of an audience
Reflect	<ul style="list-style-type: none"> • Identify and discuss qualities of others' performances, including gesture, action and costume
Education for Sustainable Development	
Energy, water and transport	<ul style="list-style-type: none"> • Understand water- where does it come from and how do we use it? • Water vulnerability • The Water Cycle • Water conservation • How settlements have developed near to water supplies • How is water transported?
Food and health	<ul style="list-style-type: none"> • How far has my food travelled? • How can I reduce my food carbon footprint? • Food: growing, cooking and eating onions, garlic and spring onions
Waste	<ul style="list-style-type: none"> • Recycling food waste- how can we improve this at home and school? • Investigating compost methods
School grounds and biodiversity	<ul style="list-style-type: none"> • Investigating mammals within our school grounds • The role of compost in our school gardens • How is it made and used? Who lives in it? (see Waste)
Global Citizenship	<ul style="list-style-type: none"> • Exploring disparity in wealth around the world. Why and how does this happen? • Establish a link with a school in Europe (link with Geography)
English (Years 3 and 4)	
Spoken language	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication
Word reading	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading Comprehension	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ Reading books that are structured in different ways and reading for a range of purposes ○ Using dictionaries to check the meaning of words that they have read ○ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ Discussing words and phrases that capture the reader's interest and imagination ○ Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ○ Asking questions to improve their understanding of a text

	<ul style="list-style-type: none"> ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ Predicting what might happen from details stated and implied ○ Identifying main ideas drawn from more than one paragraph and summarising these ○ Identifying how language, structure, and presentation contribute to meaning ○ Retrieve and record information from non-fiction ○ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Writing transcription	<ul style="list-style-type: none"> ● Use further prefixes and suffixes and understand how to add them (English Appendix 1) ● Spell further homophones ● Spell words that are often misspelt (English Appendix 1) ● Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ● Use the first two or three letters of a word to check its spelling in a dictionary ● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined ● Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing composition	<ul style="list-style-type: none"> ● Plan their writing by: <ul style="list-style-type: none"> ○ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ Discussing and recording ideas ● Draft and write by: <ul style="list-style-type: none"> ○ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ○ Organising paragraphs around a theme ○ In narratives, creating settings, characters and plot ○ In non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● Evaluate and edit by: <ul style="list-style-type: none"> ○ Assessing the effectiveness of their own and others' writing and suggesting improvements ○ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ○ Proof-read for spelling and punctuation errors ○ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ● Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ Using the present perfect form of verbs in contrast to the past tense ○ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials ● Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas after fronted adverbials ○ Indicating possession by using the possessive apostrophe with plural nouns ○ Using and punctuating direct speech ● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Geography	
Location knowledge	<ul style="list-style-type: none"> ● Name and Locate the world's countries focusing on Europe, including Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
Place knowledge	<ul style="list-style-type: none"> ● Understand geographical similarities and differences through the study of physical geography of a region of the UK and a region in a European country
Human and Physical geography	<ul style="list-style-type: none"> ● Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains
Geographical skills and Field Work	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
History	
British History	<ul style="list-style-type: none"> ● Changes in Britain from Stone Age to Iron Age ● The Roman Empire and its impact on Britain
World History	
Chronological	<ul style="list-style-type: none"> ● Describe events and periods using the words: BC, AD, and decade

understanding and vocabulary	<ul style="list-style-type: none"> Describe events from the past using dates when things happened Describe events and periods using the words 'ancient' and 'century' Use a timeline within a specific time in history to set out in order things that may have happened Use mathematical knowledge to work out how long ago events may have happened Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain
Historical Enquiry	<ul style="list-style-type: none"> Pose and answer their own historical questions Recognise the part that archaeologists have had in helping us understand more about what happened in the past Use various sources of evidence to answer questions Use various sources to piece together information about a period in history Research a specific event from the past Use 'information finding' skills in writing to write historical information Through research, identify similarities and differences between given periods in history Begin to use more than one source of information to bring together a conclusion about an historical event Use specific search engines on the Internet to help them find information more rapidly
Historical perspective and contexts (knowledge and interpretation)	<ul style="list-style-type: none"> Refer back to timeline Compare and contrast features of previously learned period of history with period of time being studied and own life Appreciate that the early Brits would not have communicated or eaten as we do Begin to picture what life would have been like for the early settlers Recognise that Britain has been invaded by several different groups over time (<i>link to English and root words</i>) Understand that invaders in the past would have fought fiercely, using hand to hand combat Suggest why certain events happened as they did in history Suggest why certain people acted as they did in history
Maths	
Counting and The Number System	<ul style="list-style-type: none"> Work with numbers up to 1000 and focus on the value of each digit Compose and decompose numbers, compare, order and look for patterns
Number Facts and Calculation	<ul style="list-style-type: none"> Solve addition and subtraction problems where regrouping is required Use bar models to solve problems Understand multiplication and division of 3, 4 and 8 Solve word problems that involve multiplication and division
Fractions	<ul style="list-style-type: none"> Count using fractions Add and subtract fractions Explore equivalent fractions and look at simplifying fractions before comparing fractions with different denominators Find fractions of whole numbers Solving word problems involving fractions
Measures	<ul style="list-style-type: none"> Develop understanding of length in metres and centimetres before moving on to kilometres Measure different items using centimetres, metres and kilometres Measure mass using scales and look at different units to measure mass, specifically g and kg Measure volume using millilitres and litres Use mental and procedural skills to solve problems involving length, mass, volume and capacity Recognising different money denominations (both notes and coins) Consolidate the simple addition and subtraction of money Solve word problems involving money using bar modelling as a key strategy Tell the time using 'am' and 'pm', tell time to the minute, using analogue and digital time and tell time by Using both the minute and hour hands Use the 24-hour clock and clocks using roman numerals Measure and compare time in seconds, hours and minutes Convert units of time and find a number of days in lengths of time Create and interpret picture graphs and bar graphs Compare angles using the terms 'right' angle, 'acute' angle and 'obtuse' angle Identify perpendicular, parallel, horizontal and vertical lines Describing 2-dimensional and 3-dimensional shapes Explore perimeter Calculate the perimeter of a rectangle with unknown sides that need to be determined
Music	
Singing skills	<ul style="list-style-type: none"> Developing skills to sing from memory with accurate pitch either in a group or alone. Introducing simple part singing using rounds and partner songs Increasing the complexity of Singing Games
Performing skills and knowledge of	<ul style="list-style-type: none"> Skills to play simple melodies on the descant recorder An understanding of good technique focussing on posture, breathing, tonguing and fingering

musical instruments	<ul style="list-style-type: none"> • Playing as a class ensemble to a backing track or piano accompaniment • An introduction to instruments of the Orchestra including brass, strings, woodwind and percussion • On-going class percussion skills
Improvising and composing skills	<ul style="list-style-type: none"> • Increasing ability to organise sounds into a structure using ICT and classroom instruments. Developing greater control of the musical elements to create a desired effect
Listening to music and appraising performances	<ul style="list-style-type: none"> • Children are introduced to different periods of music and encouraged to identify where the piece fits onto a musical timeline • Exposed to a wider variety of traditions and styles • Developing an understanding of what makes a successful performance or composition
Understanding musical notation	<ul style="list-style-type: none"> • Introducing rhythmic notation using mini-beasts and simplified traditional notation. Exposed to staff notation through class recorder playing • Children able to use graphic symbols in response to listening and composing tasks
Outdoor Learning	
Smarter	<ul style="list-style-type: none"> • Use the outdoor environment to support specific units of learning across the curriculum at least three times a year. <ul style="list-style-type: none"> ○ Science- Different function of plants and their life- cycles. ○ Geography- Using maps and atlases
Gardening	<ul style="list-style-type: none"> • Plant bulbs (onions, garlic, tulips, daffodils) in the school grounds and poly-tunnels and be responsible for looking after them
Safer and stronger	<ul style="list-style-type: none"> • To take part in outdoor and adventurous activities challenging both individuals and within a team (with peers in Term 1 and with Year 6 in Term 4)
Greener	<ul style="list-style-type: none"> • Visit the local woods to explore and learn at least three times in the year
Survival skills	<ul style="list-style-type: none"> • Make an object with natural and man- made materials to hold water/food for camping
PE	
Physical Literacy	<ul style="list-style-type: none"> • Through badminton, basketball, cricket, football, hockey, netball, rounders, tennis, athletics, gymnastics: <ul style="list-style-type: none"> ○ Perform balance, agility co-ordination movements with control, varying speed and direction and begin to apply in a range of activities • Develop basic techniques. <ul style="list-style-type: none"> ○ Jump: on and off of equipment safely ○ Catch: a tennis ball (1 handed) accurately thrown from 2m away ○ Throw: perform a correct technique for over arm throw using 1 hand (Inconsistent accuracy) ○ Running: perform correct arm and leg action for a sustained run ○ Hand-held equipment (e.g. hockey, tennis racket, rounders bat): Consistently make contact, use correct stance and striking technique
Swimming	<ul style="list-style-type: none"> • Swim confidently over a distance of at least 25 metres • Explore the use a range of strokes (as front crawl, backstroke and breaststroke) • Tread water and sculling
Competing	<ul style="list-style-type: none"> • Indirect Competition: Compete against one another at the same time trying to beat each other's time/score/ distance • Understand and apply simple tactics such as attacking, defending and can begin to select and apply movement skills appropriately • Congratulate a 'winner'
Healthy, safe and active lifestyles	<ul style="list-style-type: none"> • Talk about what changes happen to my body when I exercise and why (refer to heart, lungs, circulation, muscles) • Engage in some physical enrichment activities. (E.g. sports clubs) • Have a developing understanding of making healthy lifestyle choices • Actively ensure their own and others safety
Improving performance	<ul style="list-style-type: none"> • Explain what I am doing and why I am doing it • Explain why something or someone is working/performing well and give 'EBIs'
PSHEE	
Drug Education	<ul style="list-style-type: none"> • Recognise that people make different lifestyle choices.
Sex and relationships Education	<ul style="list-style-type: none"> • Understands that all families are different • Identify who to go to for help and support • Explore differences between males and females • To consider touch and to know that a person has the right to say what they like and don't like.
Wellbeing and safety	<ul style="list-style-type: none"> • Lists dangers in the home and knows how to minimise them and approach them safely.
Financial Capability	<ul style="list-style-type: none"> • Understands how people can contribute towards a charity
Citizenship	<ul style="list-style-type: none"> • Understand how the behaviour of others impacts on me and how to influence positive change • Takes responsibility for the school rule and charters • Contributes to the school community • Recognise leadership qualities in self and others
Religious Education	
Special People	<p><u>Does a beautiful world mean a wonderful God?</u></p> <ul style="list-style-type: none"> • Make links between beliefs and sources, including religious stories and sacred texts

	<ul style="list-style-type: none"> Ask important questions about religions and beliefs, making links between their own and others' responses
Special Places	<p><u>Symbols of Faith. Why are they important?</u></p> <ul style="list-style-type: none"> Suggest meanings for religious actions & symbols Use a developing religious vocabulary to describe some key features of religions. Begin to show awareness similarities in religions Make links between beliefs and sources Make links between their own and others' responses. Identify what influences them, making links between aspects of their own and others' experiences in relation to religion and belief
Special Times	
Being Special	
Science	
Questioning and planning	<ul style="list-style-type: none"> Ask relevant questions and with support use different types of scientific enquiry to answer them With support set up simple practical enquiries, comparative and fair tests Identify differences and similarities related to simple scientific ideas and processes
Measuring and recording	<ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take measurements using standard units, using a range of equipment
Drawing conclusions	<ul style="list-style-type: none"> Report on findings from enquiries, including oral and basic written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements Use straightforward scientific evidence to answer questions or to support their findings
Plants	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants Explore the requirements of plants for life 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 Children should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction Children might work scientifically by: comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers
Animals (including humans)	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food Identify that humans and some animals have skeletons and muscles for support, protection and movement Children should continue to learn about the importance of nutrition (including a balanced diet) and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions Children might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out
Materials	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Linked with work in geography, children should explore different kinds of rocks and soils, including those in the local environment Children might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Children might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Children could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together. They can raise and answer questions about the way soils are formed
Light	<ul style="list-style-type: none"> Notice that light is reflected from surfaces Find patterns that determine the size of shadows Children should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves <p>Note: Children should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses</p> <ul style="list-style-type: none"> Children might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes
Forces	<ul style="list-style-type: none"> 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 identify some magnetic materials

	<ul style="list-style-type: none"> • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Children should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe) • Children might work scientifically by: exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, such as the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets
The whole child	
Self-awareness	<ul style="list-style-type: none"> • Children can set themselves appropriate targets • Children can share their own ideas with others
Learning with others	<ul style="list-style-type: none"> • Children can show patience when working with others • Children can contribute to a group decision • Children can give feedback to support others, including EBIs
Emotional Literacy	<ul style="list-style-type: none"> • Children can know strategies for coping with situations that don't go their own way • Children can know strategies to help others deal with their emotions
Equality	<ul style="list-style-type: none"> • Identifies and celebrates diversity
Respect	<ul style="list-style-type: none"> • Children can understand why they need to respect another person's opinions and beliefs
Responsibility	<ul style="list-style-type: none"> • Children can use initiative to look after school resources (e.g. pick up item they did not use) • Children can take responsibility for working towards an adult-given target
Conflict management	<ul style="list-style-type: none"> • Children can use different strategies for dealing with conflict
Independence	
Resilience	<ul style="list-style-type: none"> • Children can keep going when things are tricky