|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** |  | **Autumn** | **Spring** | **Summer** |
| **English** |  | ***Teaching Texts:***Hansel and Gretel – Anthony BrowneStone Age Boy – Satoshi KitamuraA Ruined House – Ruby Namadar | ***Teaching Texts:***Clever Polly – Catherin StorrPoetry –The Sound Collector - Roger McGough | ***Teaching Texts:***Jason and the Golden Fleece - Geraldine McGaughreanGreek Myths for Young Children - Marcia Williams | ***Teaching Texts:***The Village that Vanished - Ann GrifalconiIf the World were a Village - David J. Smith | ***Teaching Texts:***First News Blodin the Beast – Michael Morpurgo | ***Teaching Texts – Novel/Chapter Book:***The Iron Man – Ted HughesPoetry – *Roger* McGough / Ted Hughes |
| **Maths** |  | **Number: Place Value*** - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
* recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
* compare and order numbers up to 1,000
* identify, represent and estimate numbers using different representations
* read and write numbers up to 1,000 in numerals and in words
* solve number problems and practical problems involving these ideas

**Number: Addition and Subtraction*** add and subtract numbers mentally, including:
	+ a three-digit number and 1s
	+ a three-digit number and 10s
	+ a three-digit number and 100s
* add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
* estimate the answer to a calculation and use inverse operations to check answers
* solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

**Number: Multiplication and Division*** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
* solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
 | **Number: Multiplication and Division*** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
* solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

**Measurement: Length and Perimeter*** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
* measure the perimeter of simple 2-D shapes

**Number: Fractions*** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
* recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
* recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
* recognise and show, using diagrams, equivalent fractions with small denominators
* add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ]
* compare and order unit fractions, and fractions with the same denominators

solve problems that involve all of the above**Measurement: Mass and Capacity*** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
 | **Number: Fractions*** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
* recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
* recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
* recognise and show, using diagrams, equivalent fractions with small denominators
* add and subtract fractions with the same denominator within one whole

**Measurement: Money**add and subtract amounts of money to give change, using both £ and p in practical contexts**Measurement: Time*** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
* estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, am/pm, morning, afternoon, noon and midnight
* know the number of seconds in a minute and the number of days in each month, year and leap year
* compare durations of events [for example, to calculate the time taken by particular events or tasks]
* **Geometry: Properties of Shape**draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
* recognise angles as a property of shape or a description of a turn
* identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
* identify horizontal and vertical lines and pairs of perpendicular and parallel lines

**Statistics*** interpret and present data using bar charts, pictograms and tables
* solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables
 |
| **Science** | **Cycle A** | **Electricity** ·identify common appliances that run on electricity · construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers · identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery · recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit · recognise some common conductors and insulators, and associate metals with being good conductors | **Sound** · identify how sounds are made, associating some of them with something vibrating· recognise that vibrations from sounds travel through a medium to the ear · find patterns between the pitch of a sound and features of the object that produced it · find patterns between the volume of a sound and the strength of the vibrations that produced it· recognise that sounds get fainter as the distance from the sound source increases. | **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 identify some magnetic materials· describe magnets as having two poles · predict whether two magnets will attract or repel each other, depending | **Forces and Magnets** – Continued -Short half term · 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 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. | **Plants –**· identify and describe the functions of different parts of Pupils 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 Air, light, water, nutrients, soil, reproduction, transportation, dispersal (animal/seed/water) pollination, 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. | **Rocks, Soils and Fossils**· 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. |
| **Cycle B** | **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 | **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 | **Animals, including humans**· identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Animals, including humans** · describe the simple functions of the basic parts of the digestive system in humans · identify the different types of teeth in humans and their simple functions · construct and interpret a variety of food chains, identifying producers, predators and prey. | **Living things and their habitats** · recognise that living things can be grouped in a variety of ways · explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment· recognise that environments can change and that this can sometimes pose dangers to living things | **States of Matter** · Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter · observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) · identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. |
| **History** |  | **Stone Age to Iron Age (2 terms)** **NC ref**:  Changes in Britain Stone Age to Iron Age **Focus:** Daily life,technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.  | **Ancient Egypt** **NC Ref:** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Links to what is happening in Britain at this time.  |
| **Geography** | **Cycle A** | **Why do we have cities?** Focus: UK towns, cities and counties Learning objectives: · Know the names and locations of the major cities of the UK and the difference between a city and a town · Use of accurate terminology for key features of cities, including site and function · Comparison of how cities differ within the UK and some of the possible differences between their local city and some globally significant cities · Know how places become cities and what happens there · Consider the impact cities have on people and the physical environment · Use maps and atlases as well as photographs and information texts to gather information | **What can we discover about Europe?** Focus: Europe’s places, features and people Learning objectives: · Develop knowledge of the location of key countries, capitals and physical features in Europe · Develop knowledge of the location of climate zones and an introduction to biomes · Develop place knowledge including key human and physical characteristics · Develop knowledge of differences across Europe including relief, climate, different biomes · Develop use of atlas maps, thematic maps and GIS and geographical information from research · Sketch/photographic annotation · Describe places geographically | **We’ve got it all! Why is the North East special?** Focus: Local fieldwork – rivers and coasts Learning objectives: · Develop knowledge of human and physical geography by looking in depth at one region of the UK – The North East of England · Identify the region and counties on maps across a variety of scales – moving from global to continental to national to England · Identify key features, including types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region · Develop knowledge of the varied human and physical geography of the region, including economic activity (what is made in the region) and rivers · Use geographical information from OS maps, information texts, photographs and fieldwork |
| **Cycle B** | **Is the UK the same everywhere?** Focus: UK Physical Geography Learning objectives: · Develop locational knowledge of the United Kingdom to include counties, major towns/cities, physical features and some human features · Knowledge of key topographical features of the UK, including physical features such as hills, mountains, coasts and rivers · Contrast places in the UK, including physical features in different parts of the country and differences in the weather · Use of a satellite image · Use of maps including physical features maps and atlas maps of the UK · Add detail to a base map and use OS maps with symbols and four figure grid references · Annotation/description of photographs, base maps, satellite images | **Why does Italy shake and roar?** Focus: Region in Europe Learning objectives: · Knowledge of the location of Italy · Identify and describe Italy and its regional key physical and human characteristics using maps of Europe and country maps · Understand geographical similarities and differences through the study of a region in a European country (area around Naples) · Describe and understand aspects of physical geography, including rivers, mountains, volcanoes and earthquakes · Describe and understand types of human settlement and land use · Gather information and pose geographical questions · Add labels to photographs and consider how photographs provide useful evidence · Use of N/S/E/ | **What happens when the land meets the sea?** Focus: Local fieldwork - coasts Learning objectives: · Develop knowledge of physical processes that shape the coast · Develop knowledge about coastal protection and management effectiveness · Consider coastal processes and the impact on people and landscapes · Use geographical information from OS maps, information texts, photographs and fieldwork · Fieldwork - planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation |
| **Art** | **Cycle A** | **Autumn 1 Focus- Painting** **Learning intentions** • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • To use sketchbooks to record and review observations and ideas.• To replicate techniques and create original pieces influenced by artists. To focus on the work of Monet | **Spring 1 Focus- Drawing** **Learning Intentions** • Use pencils of different hardness to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • To show tone and texture. • To use sketchbooks to record and review observations and ideas.• To replicate techniques and create original pieces influenced by artists.* To focus on the work of Frida Kahlo
 | **Summer 1- Sculpting/Design** **Learning Intentions** • Plan, design, make and adapt models. • Join clay adequately. • Construct a simple clay base for extending and modelling other shapes. • Make informed choices about the sculpting technique chosen. • Show an understanding of shape, space and form.• To replicate techniques and create original pieces influenced by artists.* To focus on the work of Anthony Gormley – recycled materials
 |
| **Cycle B** | **Autumn 1 Focus- Painting****Learning intentions*** Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
* Mix colours effectively.
* Use watercolour paint to produce washes for backgrounds then add detail.
* Experiment with creating mood with colour.
* To use sketchbooks to record and review observations and ideas
* To replicate techniques and create original pieces influenced by artists.
* To focus on the work of JMW Turner
 | **Spring 1 Focus- Drawing****Learning Intentions*** Use pencils of different hardness to show line, tone and texture.
* Annotate sketches to explain and elaborate ideas.
* Sketch lightly (no need to use a rubber to correct mistakes).
* Use shading to show light and shadow.
* Use hatching and cross hatching to show tone and texture.
* To use sketchbooks to record and review observations and ideas
* To replicate techniques and create original pieces influenced by artists.
* To focus on the work of Bridget Riley
 | **Summer 1- Sculpting/Design****Learning** **Intentions*** Plan, design, make and adapt models.
* Join clay adequately and work reasonably independently.
* Construct a simple clay base for extending and modelling other shapes.
* Make informed choices about the sculpting technique chosen.
* Show an understanding of shape, space and form.
* • Use a variety of materials.
* To replicate techniques and create original pieces influenced by artists.
* To focus on the work of Denise Wren - pottery
 |
| **DT** | **Cycle A** | **Structures****Shell Structures****Prior learning**- Experience of using different joining, cutting and finishing techniques with paper and card.- A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. **Designing**- Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. **Making**- Order the main stages of making.- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.- Explain their choice of materials according to functional properties and aesthetic qualities.- Use finishing techniques suitable for the product they are creating. **Evaluating**- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.- Test and evaluate their own products against design criteria and the intended user and purpose. **Technical knowledge and understanding** - Develop and use knowledge of how to construct strong, stiff shell structures.- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.- Know and use technical vocabulary relevant to the project. | **Food****Healthy and Varied Diet****Prior learning**  - Know some ways to prepare ingredients safely and hygienically.- Have some basic knowledge and understanding about healthy eating and The eatwell plate. - Have used some equipment and utensils and prepared and combined ingredients to make a product. **Designing** - Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. **Making** - Plan the main stages of a recipe, listing ingredients, utensils and equipment. - Select and use appropriate utensils and equipment to prepare and combine ingredients. - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. **Evaluating** - Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. **Technical knowledge and understanding** - Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. - Know and use relevant technical and sensory vocabulary appropriately. | **Electrical Systems****Simple Circuit and Switches****Prior learning** - Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.- Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. **Designing**- Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.**Making** - Order the main stages of making. - Select from and use tools and equipment to cut, shape, join and finish with some accuracy.- Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. **Evaluating** - Investigate and analyse a range of existing battery-powered products.- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. **Technical knowledge and understanding**- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.- Apply their understanding of computing to program and control their products.- Know and use technical vocabulary relevant to the project. |
| **Cycle B** | **Textiles Focus: 2-D shape to 3-D product****Prior learning** - Have joined fabric in simple ways by gluing and stitching. - Have used simple patterns and templates for marking out. -Have evaluated a range of textile products. **Designing** - Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. - Produce annotated sketches, prototypes, final product sketches and pattern pieces. **Making** - Plan the main stages of making. - Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. - Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. **Evaluating**- Investigate a range of 3-D textile products relevant to the project. - Test their product against the original design criteria and with the intended user. - Take into account others’ views.- Understand how a key event/individual has influenced the development of the chosen product and/or fabric. **Technical knowledge and understanding** - Know how to strengthen, stiffen and reinforce existing fabrics. - Understand how to securely join two pieces of fabric together.- Understand the need for patterns and seam allowances. - Know and use technical vocabulary relevant to the project | **Mechanical systems Focus:  Levers and linkages****Prior learning** - Explored and used mechanisms such as flaps, sliders and levers.- Gained experience of basic cutting, joining and finishing techniques with paper and card. **Designing** - Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. -Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** - Order the main stages of making.- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. - Select from and use finishing techniques suitable for the product they are creating. **Evaluating**- Investigate and analyse books and, where available, other products with lever and linkage mechanisms. - Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding** - Understand and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots. - Know and use technical vocabulary relevant to the topic | **Mechanical systemsFocus: Pneumatics****Prior learning** - Explored simple mechanisms, such as sliders and levers, and simple structures.- Learnt how materials can be joined to allow movement.- Joined and combined materials using simple tools and techniques.**Designing** - Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. - Use annotated sketches and prototypes to develop, model and communicate ideas. **Making** - Order the main stages of making. - Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.- Select from and use finishing techniques suitable for the product they are creating. **Evaluating** - Investigate and analyse books, videos and products with pneumatic mechanisms.- Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding** - Understand and use pneumatic mechanisms. - Know and use technical vocabulary relevant to the topic |
| **Computing** |  | **Algorithms** - To explore algorithms**Digital Literacy** - SWGFL Scheme of work- Passwords**IT** - To explore multimedia word processing- To explore digital video- To create a database | **Algorithms** - To create an algorithm **Digital Literacy** - Staying Safe- Websites and Adverts**IT** - To explore multimedia word processing- To explore digital video- To create music using multimedia app | **Algorithms** - To program and test coding **Digital Literacy** - The Key to Keywords**IT** -To apply understanding of digital video- To edit pictures using multimedia app- To create a spreadsheet |
| **PE** |  | **Dance – Round the Clock** Improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Remember and repeat dance perform phrase**Invasion games – basketball skittles** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning. Control a ball when receiving or passing a ball | **Invasion games – Hockey end zone** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning**Gymnastics – Balancing** Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness/flexibility affect performance. Work cooperatively with others to produce a routine. | **Strike/fielding games – zone cricket** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning.**Gymnastics -assessment 2-3**Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness/flexibility affect performance. Work cooperatively with others to produce a routine. | **Dance – Time to erupt** Improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Remember and repeat dance perform phrases. **Invasion games – football**Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning. Control a ball when receiving or passing a ball. | **Net/wall games – tennis** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning.**Outdoor activity – gone fishing** Follow a map in a familiar context. Use clues to follow a route. Follow a route safely. Know the boundaries in place. | **Athletics – pass the baton** Run at fast, medium and slow speeds; changing speed and direction. Take part in a relay, remembering when to run and what to do. Identify different ways to jump linked to athletics. **Strike/fielding – run the loop**Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning. |
| **RE** | **Cycle A** | **How do Hindus worship?****How and why is Advent important to Christians?** | **What can we learn about Christian worship and beliefs by visiting churches?****What do Christians remember on Palm Sunday?** | **What do Hindus believe?** |
| **Cycle B** | **What do we know about the Bible and why is it important to Christians?****Why do Christians call Jesus the light of the world?** | **What do Christians believe about Jesus?****Why is Lent such an important period for Christians?** | **How and why do people show care for others?****Why do people visit Durham Cathedral today?** |
| **French** |  | **Introductory Unit D** - Greetings and names - Sur le Pont - Numbers to 10 / 20   - Combien de? - Weather / Francophonie -  France (geography) & 4 Francophone countries in different continents - Classroom Instructions  | **En route pour l’école** - Opinions - Puis, ensuite, finalement - Il y a - Numbers to 100 - Directions - je vais…  | **Scène de plage** - Adjectives - C’est, ce n’est pas - Il y a… - ils/elles + er verbs  |
| **Music** |  | **Environment–** composition **Building –**  beat  | **Sounds –** exploring sounds **Poetry –**  performance  | **China –** pitch **Time** –  beat  | **In the Past –** pitch  **Communication–** composition  | **Human Body**– structure **Singing French–** pitch  | **Ancient Worlds**– structure **Food and Drink**–beat  |
| **PSHE** | **Cycle****A**  | **What makes a community?** | **What keeps us safe?** | **What are families like?**  | **How can we be a good friend?**  | **Why should we eat well and look after our teeth?**  | **Why should we keep active and sleep well?**  |
| **Cycle B** | **How can our choices make a difference to others and the environment?** | **What strengths, skills and interests do we have?** | **How do we treat each other with respect?**  | **How can we manage our feelings?** | **How can we manage risk in different places?** | **How can we manage risk in different places?** |