

Year 3 Curriculum Map

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Theme	Stone Age	The Great War – whole school	China	Extreme survival	Transport	Disaster!
Literacy	Non-Chronological reports Poetry Instructions	Historical Stories Letters for a purpose Shape poems	Traditional tales Fables Information texts	Adventure story Persuasive texts Poetry	Formal letters Play scripts Poetry	Fairy Tales Myths and Legends News report
Literacy Cross-Curricular	To write a set of instructions 'how to make a weapon'. To explain and justify reasons or ranking inventions. Research about Stone Age life, create a non-chronological report.	Children create written accounts 'in role' as a child living during the First World War. Write a detailed character description of Archie Albright, including information about his family and his hobbies. Children create an eBook/factfile about toys and games that would have been popular during wartime. Children write their own peace poems/prayers with the theme of reconciliation.	Write recipes and instructions. Children are to write their own version of a myth or legend. Write a travel guide for visiting China. Write descriptions of everyday life.	Children plan and write a leaflet outlining ways to survive in a hot desert. Children to create an 'extreme survival' factfile Children to write adventure stories based on a polar or desert expedition. Children use a range of descriptive vocabulary to describe polar and desert settings.	Children create a playscript detailing how to stay safe on the roads. Children write a recount a trip to a local car factory. Children write a fictional account of an imagined future transport system. Children present their creations, designs and reasoning to an audience, using clear intonation.	Journalistic Writing – Children will write newspaper reports about volcanic eruptions and earthquakes as though they are happening.
Maths	Place value Mental calculation 2D shape Length- Perimeter Statistics Written addition Written subtraction	Counting, Multiplication tables x3 x4. Written and mental multiplication. Written and mental division. Time 3D shape	Place value, mental addition and subtraction. Fractions Division Volume and capacity Mass Multiplication (incl 8x) Multiplication (statistics, measures, money).	2D and 3D shapes (sorting) Addition and subtraction (statistics) Fractions Position and direction Time	Multiplication facts Addition and subtraction (measures) Multiplication and division (measures) 2D shape (incl. Sorting) Decimals addition and subtraction (money) 3D shape incl. Sorting	Place value (measures) Mental calculation Fractions Measures Statistics
Maths Cross-Curricular	Shape challenges Names the shapes found at Stonehenge. Are all of the blocks rectangular? Are some hexagonal? Investigate the different names of shapes.	How many months are there during the period 1914 – 1918? How many days? Examine images of The	Calculate time differences - UK and China Investigate and solve Lo Shu Magic squares.	Children demonstrate ability to measure temperature and produce graphs to show the temperature of different places within school.	Data Handling <ul style="list-style-type: none"> Road Traffic Survey– using tally charts and pictograms/bar charts. Children measure out 	Measures: <ul style="list-style-type: none"> Compare temperatures inside and outside of a volcano. Data Handling:

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		<p>Cenotaph in London. Identify right angles, acute angles and obtuse angles found within the image. Create a class display.</p>		<p>Children demonstrate understanding of negative numbers when comparing polar and hot desert temperatures.</p>	<p>design for flugtag challenge.</p> <p>Money</p> <ul style="list-style-type: none"> Children cost the amount it cost to travel to places by taxi. <p>Time</p> <ul style="list-style-type: none"> Children read and interpret bus timetables. 	<ul style="list-style-type: none"> Use data about earthquakes and volcanic eruptions to draw graphs and tables. Analyse data from statistics. Use mean, mode median and range. <p>Calculating:</p> <ul style="list-style-type: none"> Using all four operations to calculate price margins/sale prices of their Pompeii souvenirs.
Science		<p>How far can you throw your shadow? Can they make and record a prediction before testing? Can they measure using different equipment and units of measure? Can they record their observations in different ways? (labelled diagrams, charts etc.) Can they describe what they have found using scientific words? Can they make accurate measurements using standard units? Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they explain what dark is using words like shadow?</p>	<p>How did that blossom tree become an apple? Can they record their observations in different ways? (labelled diagrams, charts etc.) Can they describe what they have found using scientific words? Can they identify and describe the functions of different parts of plants? (roots, stem, leaves and flowers) Can they identify what a plants needs for life and growth? Can they describe the ways in which nutrients, water and oxygen are transported within plants? Can they explain how the needs and functions of plant parts vary from plant to plant e.g. insect and wind pollinated plants? Can they investigate the way in which water is transported within plants?</p>	<p><u>Nutrition, skeletons and muscles.</u> Can they explain the importance of a nutritionally balanced diet? Can they describe how nutrients, water and oxygen are transported within animals and humans? Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? Can they describe and explain the skeletal system of a human? Can they describe and explain the muscular system of a human?</p>	<p>Are you attractive enough? Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can you set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? Can they observe that magnetic forces can be transmitted without direct contact? Can talk about how some magnets attract or repel each other? Can classify which materials are attracted to magnets? Can they describe the speed and direction of moving objects?</p>	<p>What do rocks tell us about the way the Earth was formed? Can they compare and group together different rocks on the basis of their appearance and simple physical properties? Can they describe and explain how different rocks can be useful to us? Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? Can they recognise that soils are made from rocks and organic matter?</p>
Science Cross-Curricular	<ul style="list-style-type: none"> Children demonstrate an understanding of the differences between different rocks. Children demonstrate that they can describe 	<p>Were diets in 1910's healthier than they are today?</p>		<p>Children to use examples of camels, cacti, penguins and polar bears to give examples of how plants and animals are adapted to their environments Children create a</p>	<p>Create transport board game.</p>	<p>Changing State: Solids, liquids and gases all within a volcano.</p>

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	the processes involved in forming a fossil.			desert/polar food chain or web. Children to plan, conduct and evaluate an investigation into materials that would help to insulate a teddy bear in the arctic.		
Computing	<ul style="list-style-type: none"> •Can they create a presentation that moves from slide to slide and is aimed at a specific audience? •Can they combine text, images and sounds and show awareness of audience? •Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? 	<p>Have they completed e-safety training and understand safety of personal information?</p> <ul style="list-style-type: none"> •Can they find relevant information by browsing a menu. •Can they search for an image, copy and paste it into a document? •Can they use 'Save picture as' to save an image to the computer? •Can they copy and paste text into a document? •Do they begin to use note making skills to decide what text to copy? 	<ul style="list-style-type: none"> •Can they review images on a camera and delete unwanted images? •Have they experienced downloading images from a camera into files on the computer? •Can they use photo editing software to crop photos and add effects? 	<ul style="list-style-type: none"> •Can they input data into a prepared database? •Can they sort and search a database to answer simple questions? •Can they use a branching database? 	<ul style="list-style-type: none"> •Can they experiment with variables to control models? •Can they use 90 degree and 45 degree turns? •Can they give an on-screen robot directional instructions? •Can they draw a square, rectangle and other regular shapes on screen, using commands? •Can they write more complex programs? 	<p>Can they use the email address book? Can they open and send an attachment? Have they developed an awareness of e-safety when using e-mail?</p>
Computing Cross-Curricular	Children demonstrate that they can use the internet to find appropriate websites to provide information about the stone, iron and bronze ages.	Use ICT to research and publish/present their work.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Pupils will search for and use information from a range of sources and make decisions about the usefulness of that information. They will collect, record and organise data to enable them to compare temperatures in our country with those from other parts of the world. Pupils will answer questions using simulations.	Children create their own tagxedo representing key modes of transport in various geographical locations. Children independently navigate the internet for key research and assess its validity. Children create their own tagxedo representing key modes of transport in various geographical locations. Children independently navigate the internet for key research and assess its validity.	Using Spreadsheets to organise and present data.

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History Cross-Curricular	<p>To generate questions to find out about events in the past, what would you ask a caveman?</p> <p>To sequence events on a timeline.</p> <p>To understand the importance of Stone Age inventions.</p> <p>To understand cause and effect of main events in history.</p> <p>To understand how the introduction of farming changed Stone Age life.</p> <p>Study life on Skara Brae.</p>	<p>Children find out about key events that triggered the start of the First World War and other key wartime events from the start of the war to the end—placing them on a timeline.</p> <p>Children use a range of sources to research and collate information on some key British wartime figures and the roles that they played in the war.</p> <p>Children use a range of sources to find out about what life was like for women, families and children in Britain during the First World War and the impact that the war had on society back home.</p>	<p>Children will use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, music, artefacts, to collect evidence about the past.</p> <p>Children will use evidence to show how the lives of rich and poor people from the past differed.</p>		<p>Children independently sort and organise into chronological order, the landmarks of bicycle design throughout history</p>	<p>Placing significant volcanic eruptions and earthquakes on a timeline.</p> <p>Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD.</p> <p>Looking at archaeologists and how they discover lost cities and how tourists visit to find out more.</p>
Geography Cross-Curricular	<p>Know the location and contexts of places studied and some significant other places (location and context).</p>	<p>Children use world maps and European maps to identify: countries that people enlisted from and countries that formed the two opposing sides in the First World War.</p>	<p>Children will use the contents and index pages of an atlas to find China and other places quickly. Children will name the significant places and features of a location they are studying.</p>	<p>Pupils will use a range of geographical skills to help them investigate extreme places and environments and consider how animals and communities adapt to these environments</p> <p>Pupils will select and use appropriate skills and ways of presenting information to help them investigate places and environments. They will describe physical and human characteristics of places by referring to regions, countries and continents and consider how similarities and differences in environments affect the lives of people who live there.</p>	<p>Children use primary and secondary sources to discuss the use of transport to create a class display representing the transport used within different cultures.</p> <p>Children independently locate a range of localities using local and world maps, identifying transport links.</p>	<p>Map Skills – Locating Volcanoes around the earth and naming the countries and continents where they can be found.</p> <p>Looking at the physical features of the Earth: Tectonic Plates geographical patterns etc.</p> <p>Study of people and place – why do people live near volcanoes and earthquakes. Focussed study of 2011 Earthquake in Japan. Effects of Volcanoes and Earthquakes on settlements.</p>
Art and Design Cross-Curricular	<p>Art:</p> <ul style="list-style-type: none"> To make careful observational drawings. 	<p>Art</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the 	<p>Children will use a variety of tools and techniques for sculpting in clay.</p>	<p>Art and Design:</p> <ul style="list-style-type: none"> Experiment with creating mood with colour. 	<p>Art and Design:</p> <ul style="list-style-type: none"> Children independently design their own piece of 	<p>Art:</p> <p>‘Take One Picture’ Photos of people fixed by ash – Modroc models of bodies in</p>

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	<ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture. Use shading to show light and shadow. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Create original pieces that are influenced by studies of others. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. To use clay and other mouldable materials. <p><u>Design and Technology:</u></p> <ul style="list-style-type: none"> To cut materials accurately and safely by selecting appropriate tools. Evaluate design, identify strengths and weaknesses. Strengthen materials using suitable techniques. Prepare ingredients hygienically using appropriate utensils. 	<p>curriculum.</p> <ul style="list-style-type: none"> Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Use different hardness of pencils to show line, tone and texture. Use shading to show light and shadow. <p><u>Design Technology</u></p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently. Refine work and techniques as work progresses, continually evaluating the product design. 	<p>Children will use carvings to a surface to create shapes, texture and pattern.</p> <p>Children will demonstrate that they work in a safe and hygienic way with food.</p>	<ul style="list-style-type: none"> Explore ideas in a variety of ways. Mix colours effectively. Select and arrange materials for striking effect. <p><u>Design Technology:</u></p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Choose suitable techniques to construct products. Refine work and techniques as work progresses, continually evaluating the product design. Understand and apply the principles of a healthy and varied diet Prepare ingredients hygienically using appropriate utensils 	<p>artwork using a combination of printing techniques and a collage.</p> <ul style="list-style-type: none"> Children use ideas from famous artists to create their own piece based on the movement of transport. <p><u>Design and Technology:</u></p> <ul style="list-style-type: none"> Children work in teams to create designs and produce a final outcome based on a 'Flying Machine' challenge. 	<p>poses of everyday life.</p> <p><u>Design Technology:</u> 'Moldable Materials' – design and make a volcano.</p>
PE	<p>Swimming Challenge Use balance and coordination Move around the space safely Perform a range of movement skills appropriate to the task Plan ways of achieving the task Predict whether the plan will work Explore a variety of ideas / actions to achieve the task Discuss how well the team has worked together to achieve</p>	<p>Invasion games Pass using different techniques Pass using a variety of equipment Receive using different techniques Receive using a variety of equipment Pass / receive statically and on the move Move in a variety of directions and speed Finding a space and avoiding</p>	<p>Swimming Creative Movement Perform a range of jumping, travelling, rolling, turning, weight on hands, balancing Perform a range of travelling, stillness, gesture Use choreographic principles – dynamics, speed, levels, pathways Perform on their own, with a partner, in small groups and whole class Plan a short sequence of actions /</p>	<p>Net wall Use a range of equipment to send an object Use a range of equipment to return an object Develop a range of hitting techniques Perform a range of serve (starts) Hit an object for accuracy (position) Move in a variety of ways to travel around the playing</p>	<p>Striking and Fielding Receive the ball in a variety of ways both statically and on the move. Roll and throw different objects in a variety of ways (Roll a small ball to a partner 2metres, underarm throw a beanbag to a partner 2 metres) Choose the appropriate throw or roll needed to be successful</p>	<p>Athletics Throw a range of objects in a variety of ways Throw for distance using a range of techniques Perform a range of jumping techniques (1:1, 2:2, 1:2) Jump for distance using appropriate techniques Jump for height using appropriate techniques Understand how to run at different paces</p>

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	<p>the task</p> <p>Communicate clearly and concisely</p> <p>Talk about ways to complete the task</p> <p>Take turns during the task</p> <p>Collaborate and adopt roles within the team</p> <p>Reflect upon the task during and after it's completion</p> <p>Understand which tasks require strength, stamina, speed, endurance, flexibility</p> <p>Constantly reflect and talk about how the task is going</p> <p>Reflect and discuss how the task was completed</p>	<p>collisions with other players</p> <p>Plan and predict where the object will travel</p> <p>Plan and predict how / where players will move</p> <p>Explore different ways of sending the object around the area of play</p> <p>Evaluate rules of play</p> <p>Evaluate how their team has played</p> <p>Evaluate how their team can improve their play</p> <p>Communicate with their team-mates</p> <p>Take turns with their team-mates</p> <p>Collaborate with their team-mates</p> <p>Give and receive constructive feedback</p> <p>Describe different ways of beating the opposition</p> <p>Describe how to score points in a variety of games</p> <p>Describe how invasion games affect their breathing</p> <p>Have a basic understanding of the fitness require for invasion games</p> <p>How to improve their fitness</p> <p>Contribute to a warm up</p> <p>Deal with success</p> <p>Cope with failure positively</p>	<p>motif</p> <p>Predict how a performance will look to others</p> <p>Explore a range of movements and different ways of working together</p> <p>Discuss their performance and the performance of others</p> <p>Talk to partners and create a movement phrase</p> <p>Take turns to be leaders, followers in their movement phrase</p> <p>Collaborate and include actions peers can perform according to each others level of ability</p> <p>Describing the actions</p> <p>Telling their class friends how to improve their actions</p> <p>Understand the importance of flexibility for certain movements</p> <p>Understand the importance of strength for certain actions</p> <p>Understand what their own capabilities are and what they need to do to improve</p>	<p>area (side stepping, forwards, backwards, shuffling, lunging, 'ready position')</p> <p>Plan how to hit an object to different zones within activity area</p> <p>Predict how the object will travel according to the different techniques</p> <p>Predict how the object will be returned</p> <p>Explore different ways of hitting an object</p> <p>Evaluate different hits</p> <p>Evaluate how well individual has performed</p> <p>Evaluate the game</p> <p>Communicate with their partner</p> <p>Take turns with their partner / team-mates</p> <p>Collaborate with their partner to perform a rally</p> <p>Recognise when someone has played well</p> <p>Understand when they have played well</p> <p>Understand what skills they need to improve</p> <p>Describe what happens to their breathing when exercising and why</p> <p>Explain the importance of warming up and how activities can be used to prepare their bodies for net/wall games</p> <p>Describe how they feel after warming up and why they feel like this</p> <p>Celebrate success and understand how their celebration may affect others</p> <p>Understand the importance of celebration and how to respond if they loose</p>	<p>Throw with accuracy (bean bag into hoops)</p> <p>Apply their skills into a range of modified game situations/activities (Kwik cricket in pairs – bowler and batter, 2/3 metres)</p> <p>Work out the best way to cover all the space and why?</p> <p>Work out where would be the best place to throw/roll the ball and why?</p> <p>Explore different ways of throwing to beat an opponent and what works and why</p> <p>Work out how a team can defend effectively</p> <p>Agree techniques to ensure only one person tries to catch the ball</p> <p>Agree ways of ensuring that everyone is included in the game and describe why this is important</p> <p>Demonstrate how they can work together to beat an opponent</p> <p>Celebrate each other's achievement and recognise why this is important</p> <p>Describe what happens to their breathing when exercising and why</p> <p>Explain the importance of warming up and how activities can be used to prepare their bodies for striking/fielding games</p> <p>Describe how they feel after warming up and why</p> <p>Celebrate success and understand how their celebration may affect others</p> <p>Understand the importance of celebration to the winning team or how to respond if they loose</p>	<p>Plan / predict their personal best</p> <p>Explore techniques to achieve personal best</p> <p>Evaluate how they and others have performed (time, distance, height)</p> <p>Improve their own performance</p> <p>Ask for advice of how to improve</p> <p>Take turns to perform</p> <p>Work together with team-mates (e.g. relay events)</p> <p>Celebrate success and each others achievements</p> <p>Identify different body parts required for different athletic activities</p> <p>Perform warm up activities for running, jumping, throwing</p> <p>To describe and compare how their bodies feel in different activities – e.g. sprint / distance running</p>
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PE Cross-Curricular	N/a	N/a	Dragon dance.	Pupils will consider how military fitness techniques can help people survive in extreme environments and they will use orienteering techniques to find their way around school grounds.		Develop their strength, flexibility, strength and balance through dance. Create patterns and movement to represent a volcano.
Music Cross-Curricular	<ul style="list-style-type: none"> Do I notice how music and words can depict something? (e.g. animals) Can I recognise the work of at least one famous composer? (e.g. Saint Saens) Can I consider different musical elements? (tempo-fast or slow, dynamics-the loudly, quietly, rhythm-how it moves.) Can I tell whether a change is gradual or sudden? (HA) Do I understand how to use tempo and how it can provide contrast in a piece? (HA) Can I play clear notes on instruments? Can I improve my own work and explain how it has been improved? 	<ul style="list-style-type: none"> Can I copy rhythms and invent my own? Can I perform my own rhythm whilst others are performing theirs? Can I sing in tune with expression? Can I control my voice when singing? Can I sing songs, clapping the beat and then the rhythm? Can I play clear notes on instruments? 	<p>Children will create music, which reflects given intentions and uses notations as a support for performance.</p> <p>Children's accompaniments will use drones or melodic obstinati (based on a pentatonic scale).</p> <ul style="list-style-type: none"> Do I understand what a pentatonic scale is? (5 note scale e.g. GACDE) Can I sing in tune with expression? Can I control my voice when singing? Can I compose melodies and songs? Can I play clear notes on instruments? Can I improve my work and explain how it has been improved? 	<ul style="list-style-type: none"> Can I explain what an accompaniment is? Can I explain what an Ostinato is? Do I understand how songs match different purposes? Can I put sound to animation/pictures? Can I play clear notes on instruments? Can I consider different musical elements? Can I work with a partner to create a piece of music using more than one instrument? Can I improve my work and explain how it has been improved? 	<ul style="list-style-type: none"> Do I understand how music can portray objects, movement, feelings etc? Can I match pictures to sound? (Can I recognise the work of at least one famous composer?) Can I tell whether a change is gradual or sudden? (HA) Can I identify repetition, contrasts or variations? (HA) Can I use different musical elements in my composition? Can I play clear notes on instruments? Can I compose melodies? Can I improve my own work and explain how it has been improved? 	<ul style="list-style-type: none"> Can I sing action songs? Can I sing in tune with expression? Can I control my voice when singing? Can I play clear notes on instruments? Can I create repeated patterns with different instruments? Can I compose my own song? Can I improve my own work and explain how it has been improved?
MfL	Unit 1- Moi (All about me)	Unit 2- Jeux et chansons (Games and songs)	Unit 3- On fait la fête (Célébrations)	Unit 4- Portraits	Unit 5- Les quatre amis (The four friends)	Unit 6- Ça pousse! (Growing things)
SMSC	<p>Reflect on, consider and celebrate the wonders and mysteries of life as it evolves</p> <p>Listen and respond appropriately to the views of</p>	<p>Discuss the contrasting attitudes held towards war by a number of different religions.</p> <p>Discuss issues to do with the morality of war. Can a war ever</p>	<p>Children will have a sense of enjoyment and fascination in learning about themselves, others and the China.</p> <p>Children will show an interest in</p>	<p>Children will be introduced to the idea that different societies have different beliefs and that these can be affected by the environments they live in.</p>	<p>Compare laws and rules within different cultural systems.</p> <p>Caring for others– The Green Cross Code. Ensuring that children are safe.</p>	<p>What is 'blind faith'?</p> <p>Discuss the concept of 'Charity' as an important factor in many religions.</p> <p>What relief charities have religious/spiritual links?</p>

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	<p>others, when working as part of a team. Gain the confidence to cope with setbacks and learn from their mistakes, whilst making clay pots.</p> <p>Children work collaboratively</p> <p>Begin to understand the culture of past civilizations and how life was different.</p>	<p>be morally justified? Is it ever morally right to kill another human, whatever the circumstances?</p> <p>Children will work as part of both ability and mixed ability groups to create presentations about different aspects of WW1.</p> <p>Find out about the different countries involved in the First World War. Who were the Allied Forces? How far did people travel to fight in the war?</p>	<p>investigating, and offering reasoned views about, moral and ethical issues concerning China and the Shang Dynasty.</p> <p>Children will communicate and negotiate with others through their collaborative learning in pairs and small groups.</p> <p>Children will be willing to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural learning about China and the Shang Dynasty.</p>	<p>Children will be taught to think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances.</p> <p>Pupils will work together to build shelters showing they can listen to others opinions and negotiate to create a joint end result Pupils will find and share stories in the news about people or animals who have survived in extreme circumstances.</p> <p>Pupils will consider how communities adapt to hot or cold environments. They will investigate differences in housing, food, and clothing and say why these are influenced by where they live.</p>	<p>Why is it important to respect different cultures and their traditions? How should we be respectful? Children will work collaboratively. To look at rules and laws within our society, how are they different in other cultures? How do we adapt to change in our lives placed on us by new locations? What is life like in a new culture? How different cultures come together and enrich a community. What does identity mean?</p>	<p>What are the pros/cons of this?</p> <p>Why do terrible natural disasters happen to good people? How does this make us feel? How do we express these emotions?</p> <p>Children will work collaboratively. They will learn to think and empathise with others when thinking about the impact of natural disasters on communities.</p> <p>How do we adapt to change in our lives – reflect on experiences of victims of natural disasters? What lessons or strategies can we learn from this to support us in changes within our lives? – Link to transition.</p>
RE	<p>Christianity-stories from the Bible</p> <p>Life of Jesus: main events in his life, his healing and miracles, his teachings especially on love, forgiveness and the Kingdom of God; his death and resurrection. What Christians believe about him.</p> <p>Christian symbols and their meaning.</p>	<p>Christianity- Christmas</p> <p>The festivals of Easter, Christmas and Pentecost; times of reflection including Advent and Lent; what participation means to worshippers.</p>	<p>Hinduism</p> <p>Hindu beliefs about Brahman: the "one God" worshipped in many different forms; the nature of life. Samsara, karma, dharma.</p> <p>Hindu symbols. Images as aids to worship not objects of worship. Sacred Syllable - Om; Lotus flower; reverence for the cow. Images of gods, saints etc in Puja (worship).</p> <p>Importance of the home for worship.</p> <p>Hindu festivals: Stories and activities. Divali.</p>	<p>Christianity</p> <p>The implications of belief for a Christian's lifestyle and attitudes.</p> <p>Beliefs about right and wrong, sin, repentance, reconciliation and forgiveness.</p> <p>Organisations seeking to practise specific Christian values locally and in the wider world.</p>	<p>Judaism</p> <p>The importance of belief in One God. Read short extracts from the Torah: sections of the Book of Deuteronomy. Read also extracts from the Book of Psalms.</p> <p>The importance of the Covenant or the bonding mutual agreements between God and the Hebrews.</p> <p>The synagogue: the Ark, the layout and organisation; the Menorah, Ner Tamid and 'Star of David'.</p> <p>Stories of key people: Deborah, David, Samuel, Elijah, and great events, e.g.</p>	<p>Christianity</p> <p>Prayer: formal and informal; prayer as communication and reflection; the purposes of prayer; the Lord's Prayer.</p> <p>Communication with God: stories of other encounters between God and people in the Bible and in Christian history up to the present.</p>

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					<p>the Exodus, Sinai.</p> <p>The Ten Commandments and the 613 rules: their importance in contemporary social and religious life.</p> <p>The festival of Passover: the story, food symbolism, and meaning for Jews today</p>	
External visitors, trips and themed days	<p>Building shelters outside.</p> <p>Stone Age day.</p>	<p>Visit war memorials in local area.</p> <p>War veterans on Remembrance Day.</p>	<p>Hold a China Day in School.</p> <p>Invite parents in to share learning.</p>	<p>Trip to Bristol Zoo or West Midlands Safari Park.</p>	<p>Morgan Motor Car factory. Academy race team to bring in a car.</p>	<p>Invite parent in to demonstrate volcano models.</p> <p>Play clips of news reports.</p>