

## Learning Overview - Year 3 - 2022/23

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Extreme Weather</b>	<b>Disney</b>	<b>The Prehistoric World</b>	<b>Brilliant Britain</b>	<b>Furious Pharaohs</b>	<b>Food Glorious Food</b>
<b>Trips / visitors</b>			Visit from Historian			Trip to Pizza Express
<b>Hook and Outcome</b>	<p><b>Hook</b> Videos of various extreme weather</p> <p><b>Outcome</b> Will our boats survive the flood?</p>	<p><b>Hook</b> Virtual rollercoaster in class</p> <p><b>Outcome</b> Watching a Disney film</p>	<p><b>Hook</b> Visitor from historian</p> <p><b>Outcome</b> Invite parents in to a Stone Age extravaganza</p>	<p><b>Hook</b> Postcard from David Attenborough</p> <p><b>Outcome</b> Sunflower garden in the playground</p>	<p><b>Hook</b> Letter from a historian</p> <p><b>Outcome</b> Class museum for Year 2 to learn about Egyptians</p>	<p><b>Hook</b> Visit to Pizza Express</p> <p><b>Outcome</b> Cafe for parents</p>
<b>Reading</b>	<p>Apply their growing knowledge of root words, prefixes and suffixes, 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.</p>					
	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform</li> <li>• Recognise some different forms of poetry</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Increasing familiarity with a wide range of books and retelling some of these orally</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Recognise some different forms of poetry</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>

	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• 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</li> </ul>	<p>and justifying these with evidence</p> <ul style="list-style-type: none"> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>	<p>motives from their actions and justifying these with evidence</p> <ul style="list-style-type: none"> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>	<p>paragraph and summarising these</p> <ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>
<b>Writing</b>	<p><b>Narrative</b> A = our families P = to entertain</p> <p><b>Poetry</b> A = Koala and Panda class P = to express emotion</p>	<p><b>Persuasive Letter</b> A = Mrs Newton P = to persuade Mrs Newton to let us watch a Disney film in the hall</p> <p><b>Disney leaflets</b> A = anyone who wants to go to Disney P = to inform</p> <p><b>Setting description</b> A = Aladdin P = to entertain and inform</p>	<p><b>Portal story</b> A.= children who enjoy adventure stories P = to entertain</p> <p><b>Letter</b> A= trip/visitor P= to recount the trip and thank</p> <p><b>Diary</b> A=. themselves P = recount personal events</p>	<p><b>Non-chronological report</b> A = visitors to London P = to inform</p> <p><b>Instructions</b> A = anyone you wants to grow a plant P = to instruct</p> <p><b>Narrative</b> A = year 2 P = to entertain</p>	<p><b>Adventure story</b> A= our families P = to entertain</p> <p><b>Diary</b> A = ourselves P = to remember and express emotion</p> <p><b>Leaflet about embalming</b> A = anyone interested in Ancient Egypt P = to inform</p>	<p><b>Instructions</b> A = each other in role of chef P = to teach</p> <p><b>A review</b> A= potential customers P = to report and recommend</p> <p><b>Letter</b> A = the school community P= advertise and persuade</p>
<b>SPaG</b>	Use sentences with different forms: question, statement, command, exclamation.					

	<ul style="list-style-type: none"> <li>Recap and consolidate Year 2 learning</li> <li>Secure understanding of coordination and subordination.</li> <li>New prefixes: 'in-', 'dis-', 'mis-', 're'</li> <li>Use the correct form of 'a' or 'an'</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs as a way to group related material.</li> <li>Teach headings and sub-headings to aid presentation</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>Introduce inverted commas to punctuate direct speech</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>Extending sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play]</li> <li>Prefixes: 'sub-', 'inter-', 'super-', 'auto-', 'anti'</li> <li>Suffix '-ation'.</li> </ul>	<ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>Continue working on extending sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Use of the present perfect form of verbs in contrast to the past tense</li> <li>Prefixes: 'in-', 'un-', 'il-', 'im-', 'ir'</li> <li>Suffix: '-or/ous'</li> </ul>	<ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>Use of the present perfect form of verbs in contrast to the past tense</li> <li>Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>Previously taught suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>
<p><b>Maths</b></p>	<p><b>Addition and Subtraction and Number Facts</b> Adding and subtracting across 10</p> <p><b>Number and Place Value and Addition and Subtraction</b> Numbers to 1,000</p>	<p><b>Number Facts</b> Numbers to 1,000</p>	<p><b>Geometry</b> Right angles</p> <p><b>Addition and Subtraction</b> Manipulating the additive relationship and securing mental calculations</p>	<p><b>Addition and Subtraction</b> Column addition</p> <p><b>Multiplication and Division, and Number Facts</b> 2, 4 and 8 times tables</p> <p><b>Addition and Subtraction</b></p>	<p><b>Fractions</b> Unit fractions</p>	<p><b>Fractions</b> Non-unit fractions</p> <p><b>Geometry</b> Parallel and perpendicular sides in a polygons</p> <p><b>Measure</b> Time</p>

				Column subtraction		
<b>Science</b>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light</li> <li>- Notice that light is reflected from surfaces</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>- Find patterns in the way that the size of shadows change.</li> </ul>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> <li>- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>- Observe how magnets attract or repel each other and attract some materials and not others</li> <li>- 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.</li> <li>- Describe magnets as having 2 poles <ul style="list-style-type: none"> <li>- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul> </li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- Recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers <ul style="list-style-type: none"> <li>- 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.</li> </ul> </li> <li>- Investigate the way in which water is transported within plants</li> <li>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>		<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>
<b>Computing</b>	<p><b><u>Computing systems and networks</u></b> <b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	<p><b><u>Creating media</u></b> <b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p><b><u>Programming A</u></b> <b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.</p>	<p><b><u>Data and information</u></b> <b>Branching databases</b> Building and using branching databases to group objects using yes/no questions.</p>	<p><b><u>Creating media</u></b> <b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.</p>	<p><b><u>Programming B</u></b> <b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>

<p><b>Art</b></p>			<p>To sketch pictures inspired by cave paintings. To create our own cave paintings using stained paper and charcoal.</p>	<p>To explore the work of great artists. To recreate Van Gogh's 1888 'sunflowers' using watercolours as a medium.</p>		<p>To explore different ways of displaying artwork to enhance their meaning for audiences.. To create a Guiseppe Arcimboldo inspired portrait using fruit and vegetables.</p>
<p><b>DT</b></p>	<p><b>Make a boat</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products</p>	<p><b>Make a wooden picture frame</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks (cutting, joining and finishing) Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work</p>				<p><b>Cooking</b> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Vegetable based cakes i.e carrot cake, courgette cake, beetroot brownies.</p>
<p><b>History</b></p>			<p><b>Stone Age to Iron Age</b> - Changes in Britain from the Stone Age to the Iron Age - Late Neolithic hunter-gatherers and early farmers - Bronze Age religion, technology and travel (Stonehenge) - Iron Age hill forts: tribal kingdoms, farming, art and</p>		<p><b>Ancient Egypt</b> - The achievements of the earliest civilisations - To put Ancient Egypt on a timeline. - To look at daily life in Ancient Egypt. - To understand the importance of pharaohs and pyramids.</p>	

			culture			
<b>Geography</b>	<p><b>Physical geography</b> Climate zones in the context of cyclones,, causes of extreme weather, rivers in the context of flooding, earthquakes in the context of a tsunami</p>	<p><b>Europe</b> Name and locate the countries of Europe and identify their main physical and human characteristics. Ask and answer geographical questions about the physical and human characteristics of a location. Describe key aspects of human geography, including: settlements and land use. Use a map key and symbols to follow a map.</p>		<p><b>Compass</b> Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. <b>United Kingdom</b> Name and locate counties and cities of the United Kingdom, geographical regions Ask and answer geographical questions about physical and human characteristics of a location. Identifying physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>		
<b>RHE</b>	<p><b>Family and Relationships</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Friendships</li> <li>• Respectful relationships</li> </ul>		<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Health and Prevention</li> <li>• Physical health and wellbeing</li> <li>• Mental wellbeing</li> </ul>		<p><b>Safety and the Changing Body</b></p> <ul style="list-style-type: none"> <li>• Being safe (including online)</li> <li>• Drugs, alcohol and tobacco</li> <li>• Basic First Aid</li> </ul>	
<b>Music</b>	<p><b>I've Been To Harlem</b> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long</p>	<p><b>Chilled-out clap rap</b> Create clapping patterns using the durations crochet, crotchet rest, pair of quavers.</p>	<p><b>Latin</b> Compose a 4-beat rhythm pattern to play during the instrumental sections. • Sing</p>	<p><b>March from the Nutcracker</b> Develop active listening skills by responding to musical themes through</p>	<p><b>Samba with Sergio</b> Move in time with the beat of the music. Perform call-and-response</p>	<p><b>Fly With The Stars</b> Improvise ('doodle') on-the-spot phrases using A minor and C major triads. • Compose</p>

	<p>notes confidently. Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up</p>	<p>Transfer clapping patterns to tuned instruments and as a group create a layered piece</p>	<p>syncopated rhythms and recognise a verse, chorus structure. • Play a one note part contributing to chords accompanying the verses. • Listen to music from Cuba and describe features using music vocabulary. • Invent a drone accompaniment for a song. • Accompany themselves singing a call-and-response song with a drone.</p>	<p>movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner.</p> <p>From a railway carriage Improvise and explore a variety of ways in which words can be used to create music. • Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect. • Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it</p>	<p>rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion. Perform vocal percussion as part of a group. Talk about what they have learnt about Brazil and carnival e.g. samba batucada instruments, playing in schools, in Brazil music helps communities thrive, word rhythms are an important way to learn rhythm patterns, you can freely express yourself at carnival.</p> <p><b>Just 3 notes</b> Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, and follow a 'score'. • Recognise and copy rhythms and pitches C-D-E.</p>	<p>rising and falling question-and-answer phrases using mi-re-do (m-r-d). • Sing the syncopated melody confidently and with a sense of style. • Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. • Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations</p>
<p><b>RE</b></p>	<p><b>Divine (odd year)</b> Know that in Christianity Jesus is considered to be divine Know that Jesus' divinity is demonstrated through the miracle stories in the Bible eg Jesus walking on the water ; Jesus calms the storm ; Jesus raises Lazarus; The Transfiguration; Jesus' resurrection</p>	<p><b>Holy (odd year)</b> Know that holy means chosen or given by God, referring to a person or thing Know that Mary was the mother of Jesus and that she was chosen by God for this role. God sent a message to Mary through the angel Gabriel. Know that Mary is</p>	<p><b>Wisdom (odd year)</b> Find and explain origins of Sikhism To explain main beliefs of Sikhism To understand Sikh place of worship Explain what their Sikh holy book is and how it is used Name and describe special Sikh festivals</p>	<p><b>Ritual (odd year)</b> Know that a ritual is a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony Know the sequence of the Easter story (Holy Week) Last supper, Judas' betrayal, Jesus dies on the cross (crucifixion), he is buried in a tomb but</p>	<p><b>Temptation (odd year)</b> Know that temptation is when you have the desire to do something even though you know it's wrong. Know that there are examples of temptation in the Bible. Know that the devil tried to tempt Jesus. Know the story of the Golden Calf and link to</p>	<p><b>Ceremony (odd year)</b> Step 1 – Communicate: What do we think about death ceremonies? Step 2 – Apply: Are death ceremonies important in people's lives? Step 3 – Enquire: What does the word ceremony mean? Step 4 – Contextualise: What is a Christian death ceremony like?</p>

	<p>Know why the concept of divine and the miracle stories are important to Christians.</p> <p>Know when people may call for miracles (divine intervention) to occur.</p> <p>Know what modern day situations are referred to as miracles by believers.</p> <p><b>Symbol - trees as a symbol (even year)</b></p> <p>Step 1 Communicate Can I communicate how I feel about trees? Step 2 Apply Can I apply my experience of trees to the world around me? Step 3 Enquire Can I explore what a symbol means? Step 4 Contextualise Can I describe how the symbol of a tree is used Christianity and Hinduism? Step 5 Evaluate Can I identify the significance of trees for others?</p>	<p>important to Christians as she is the mother of Jesus and she was chosen by God because she believed in God and would do everything God wanted her to do.</p> <p>Know that Mary is shown in many paintings, church windows and statues and is mentioned in the Bible as well as in prayers and carols we sing at Christmas.</p> <p><b>Angels (even year)</b></p> <p><b>Communicate:</b> describe their own responses to <i>angels</i>.</p> <p><b>Apply:</b> describe examples of how their responses to <i>angels</i> can be applied to their and others' lives.</p> <p><b>Enquire:</b> describe the meaning of <i>angels</i>.</p> <p><b>Contextualise:</b> describe how <i>angels</i> are used in the stories of the birth of Jesus.</p> <p><b>Evaluate:</b> evaluate the importance of <i>angels</i> by describing their value to Christians and by identifying an issue raised.</p>	<p><b>Identity - Baisakhi (even year)</b></p> <p><b>Step 1</b> describe the meaning of <i>identity</i></p> <p><b>Step 2</b> describe how Sikhs express their <i>identity</i> during the Baisakhi celebrations</p> <p><b>Step 3</b> describe the value of <i>identity</i> to Sikhs and describe an issue raised</p> <p><b>Step 4</b> describe their own response to <i>identity</i></p> <p><b>Step 5</b> describe examples of how their response to <i>identity</i> affects their own and others' lives.</p>	<p>was resurrected by God).</p> <p>Know the difference between a ritual and a routine</p> <p>Know that a Paschal Candle is used on Easter Sunday as a symbol to show that Jesus has come back to life (the light shines again).</p> <p>Know that Christians use a paschal candle to remember the importance of Jesus dying on the cross for them and being brought back to life.</p> <p>Know that parts of the Paschal Candle are symbols to represent different things:</p> <p><b>Symbol - Eucharist (even year)</b></p> <p><b>Communicate:</b> explain their own responses and ideas about <i>symbols</i></p> <p><b>Apply:</b> explain example of how feelings/ responses to <i>symbols</i> affect their own and others' lives</p> <p><b>Enquire:</b> explain the meaning of the concept <i>symbol</i></p> <p><b>Contextualise:</b> explain how and why the <i>symbol</i> of bread and wine are used by Christians</p> <p><b>Evaluate:</b> explain the importance of the</p>	<p>temptation.</p> <p>Know that Christians ask for guidance to avoid temptation when saying the Lord's Prayer.</p> <p>Know that making the right choice can be difficult and relate this to own experience.</p> <p>Know that sometimes temptation can lead to a <i>moral dilemma</i> and that on these occasions it may be better to make a 'wrong' choice in order to help someone.</p> <p><b>Ritual - prayer (even year)</b></p> <p><b>Communicate:</b> explain their own responses to ritual</p> <p><b>Apply:</b> explain examples of how their responses can be applied to their own and others' lives</p> <p><b>Enquire:</b> explain the meaning of <i>ritual</i></p> <p><b>Contextualise:</b> explain how ritual is expressed by some Christians and Jewish people</p> <p><b>Evaluate:</b> evaluate the significance of ritual by explaining its importance to Christians and Jewish people and by identifying some issues raised</p>	<p>Step 5 – Evaluate: What is the value of the ceremony for Christians and what are our opinions?</p> <p><b>Worship - places of worship (even year)</b></p> <p><b>Communicate:</b> · explain their own understanding of a <i>sacred</i> place for them</p> <p><b>Apply:</b> · explain how and why people show that a place is <i>sacred</i> to them</p> <p><b>Enquire:</b> · explain what <i>sacred</i> means and why a place can be <i>sacred</i> ·</p> <p><b>Contextualise:</b> · explain the features of a church which create a sense of the <i>sacred</i>. <i>explain the features of a mosque which create a sense of the sacred</i></p> <p><b>Evaluate:</b> · explain the significance of <i>sacred</i> place for different people including Muslims and Christians.</p>
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				<i>symbol to Christians</i>		
<b>PE</b>	<b>Invasion games</b>	<b>Creative learning</b>	<b>Net and wall games</b>	<b>Outdoor adventurous activities</b>	<b>Athletics</b>	<b>Strike and Field</b>