

Year 3 Curriculum map 2021/22 (Subject to changes as needs arise)

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Cultural capital</u>
<u>English</u>	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	Theatre
<u>Maths</u>	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	Christmas maths day Easter Maths Day
<u>Science</u>	MAGNETISM SIMPLE MACHINES <u>Knowledge:</u> Magnetism demonstrates that there are forces we cannot see that act upon objects. Most magnets contain iron Lodestones: naturally occurring magnets Magnetic poles: north-seeking and south-seeking poles		CYCLES OF NATURE SEASONAL CYCLES <u>Knowledge:</u> The four seasons and Earth's orbit around the Sun Seasons and life processes Spring: sprouting, sap flow in plants, mating and hatching Summer: growth Fall: ripening, migration Winter: plant dormancy, animal hibernation			LIFE CYCLES INSECTS <u>Knowledge:</u> The life cycle: birth, growth, reproduction, death Reproduction in plants and animals From seed to seed with a plant From egg to egg with a chicken From frog to frog From butterfly to butterfly:	Nature reserve Human Body – Spiritual - Develop an awareness of how to keep themselves physically and mentally healthy

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	<p>Magnetic field (strongest at the poles)</p> <p>Law of magnetic attraction: unlike poles attract, like poles repel.</p> <p>The Earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole).</p> <p>Orienteering: use of a magnetised needle in a compass, which will always point to the north</p> <p>SIMPLE MACHINES</p> <p>Children to examine how specific tools are made to perform specific jobs- for example, hammers, screwdrivers, pliers, etc. Through observation and experimentation, examine with children how simple machines help make work easier, and how they are applied and combined in familiar tools and machines.</p> <p>SIMPLE MACHINES Lever Pulley</p>		<p>THE WATER CYCLE</p> <p>Most of the Earth's surface is covered by water</p> <p>The water cycle</p> <p>Evaporation and condensation</p> <p>Water vapour in the air, humidity</p> <p>Clouds: cirrus, cumulus, stratus</p> <p>Precipitation, groundwater</p>			<p>metamorphosis (see below: insects)</p> <p>INSECTS</p> <p>Insects can be helpful and harmful to people.</p> <p>Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects</p> <p>Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting</p> <p>Distinguishing characteristics</p> <p>Exoskeleton, chitin</p> <p>Six legs and three body parts: head, thorax and abdomen</p> <p>Most but not all insects have wings</p> <p>Life cycles: metamorphosis</p> <p>Some insects look like miniature adults</p>	
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	<p>Wheel and axle</p> <p>Gears: wheels with teeth and notches</p> <p>How gears work and familiar uses (for example, in bicycles)</p> <p>Inclined plane</p> <p>Wedge</p> <p>Screw</p>					<p>when born from eggs, and they moult to grow (for example: grasshopper, cricket)</p> <p>Some insects go through distinct stages of egg, larva, pupa, adult (for example: butterflies, ants)</p> <p>Social Insects</p> <p>Most insects live solitary lives, but some are social (for example: ants, honeybees, termites, wasps)</p> <p>Ants: colonies</p> <p>Honeybees: workers, drones, queen</p>	
History	<p>Ancient Greece</p> <p><u>Knowledge:</u></p> <p>This ancient civilisation forms an important foundation of Western culture.</p> <p>Children will be encouraged to see how the politics, philosophies and myths of this civilisation have had a huge impact, even today.</p>		<p>Henry II</p> <p>Magna Carta</p> <p><u>Knowledge:</u></p> <p>First of the Plantagenet Kings</p> <p>Henry II's legal and judicial reforms</p> <p>Royal Magistrate Courts; Royal 'circuit' judges;</p>		<p>Elizabethans</p> <p><u>Knowledge:</u></p> <p>The Elizabethan Era was one of apparent relative stability due to the Elizabethan Religious Settlement, ending the previous conflicts but confirming the state's religion as opposed</p>	<p>History off the page</p> <p>Shakespeare festival</p> <p>Visit to the Globe</p> <p>Magna Carta documents the rule of law and liberties</p>	

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	<p>Explanations of how the city-states of Ancient Greece provided the earliest examples of the ideas of citizenship and democracy</p> <p>Mediterranean Sea, Aegean Sea, Crete</p> <p>Become familiar with Sparta and its warrior culture</p> <p>Understand the importance of Athens as a city-state</p> <p>Athenian democracy</p> <p>Marathon and Thermopylae</p> <p>Recognise the origin of the Olympic Games in Ancient Greece.</p> <p>Become familiar with Ancient Greek religion</p> <p>Worship of many gods and goddesses</p> <p>Zeus, Poseidon, Hades, Athena, Hara, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus</p> <p>Identify great thinkers from Ancient Greece</p> <p>Socrates, Plato, Aristotle</p>		<p>extension of Royal influence in local, civil cases</p> <p>Trial by jury; precedent for modern legal systems</p> <p>Henry's conflict with the church over Thomas á Becket, the Archbishop of Canterbury, who challenged the King's authority</p> <p>Murder of the Archbishop at Canterbury Cathedral</p> <p>The Magna Carta and de Montfort's parliament can be taught together as the first restrictions on the power of the monarch. Explain to students how the legacies of these events helped to shape and define the changing relationship between the</p>		<p>to Catholicism. The focus is on the social and cultural significance of this period, especially how developments in exploration led to a growth in trade and eventually colonisation, as well as the cultural significance of William Shakespeare.</p> <p>ELIZABETH I (1558): FINAL TUDOR MONARCH</p> <p>Elizabethan Religious Settlement; uniting under moderate Protestant theology</p> <p>The Act of Supremacy (1559)</p> <p>Act of Uniformity (1558); new Book of Common Prayer.</p> <p>End of reformation; confirmation of Anglicanism as church of the state</p> <p>EARLY BRITISH NAVAL DOMINANCE</p> <p>Henry VIII created Royal Navy</p>		<p>held by free men- Moral - Respect the rule of law.</p> <p>Ancient Greece – contrast Ancient Greek and modern democracy - Develop and understanding of British culture including a respect for democracy</p> <p>King's Lynn building tour and Shakespeare at the Arts Centre.</p> <p>Geography of Asia – Cultural - Develop an appreciation for and tolerance of the richness</p>
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			<p>people and the king, and how the influence of these events can be seen in later events in British history.</p> <p>MAGNA CARTA</p> <p>Richard I dies (1199) King John reigns Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles Magna Carta was created by discontented barons, to be in effect in perpetuity The right not to be imprisoned without lawful judgement of peers Limits on the king's power to collect money Provides precedent to</p>		<p>Strong Elizabethan Navy and privateers Spanish Armada Philip II of Spain wanted to use the Spanish Armada to overthrow Elizabeth I. English fireships attack the Spanish Armada, which was pursued around the British Isles. Many ships from the Spanish Armada wrecked near Ireland due to storms. Sir Francis Drake Circumnavigated the globe Atlantic privateering Sir Walter Raleigh</p> <p>CULTURE IN THE ELIZABETHAN ERA</p> <p>Shakespeare Birthplace in Stratford-upon-Avon The Globe Theatre in London Publication of Shakespeare's plays</p>	<p>of cultures present in British society</p>
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			<p>question royal prerogative King accepts the Magna Carta at the meeting at Runnymede on 15 June, 1215 King rejected the Charter immediately afterwards.</p>				
<u>Geography</u>		<p>Local area Compass and maps Physical and Human Geography</p> <p><u>Knowledge:</u></p> <p>THE LOCAL AREA/COMMUNITY</p> <p>Pupils will learn to distinguish between the built and the natural environment. They will learn to distinguish between different types of services available in the community and the functions of different buildings and land. They will</p>		<p>Geography of Asia</p> <p><u>Knowledge:</u></p> <p>GEOGRAPHY OF ASIA Pupils are introduced to Asia through the countries of India, China and Japan. They will learn where these countries are located and study their physical setting and culture.</p> <p>Learn that Asia is the largest</p>	<p>Western Europe</p> <p><u>Knowledge:</u></p> <p>Terms: temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p> <p>FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND</p> <p>Humid temperate/broadleaf forest and alpine climate/ecosystem Landscape</p>		

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		<p>learn to identify different features of the landscape (which may lie outside of larger urban areas).</p> <p>Terms: region, community Observe aerial/satellite photographs of the local area. Use these to identify settlements, physical features and points of interest. Discuss why things are located where they are, for example local buildings and services (bank, post office, shops, garage) Discuss land-use types: parks, housing, industry, roads, farms. Draw a map of the school grounds using basic symbols and a key.</p>		<p>continent, with the most populous countries in the world Himalayan mountain range includes some of the tallest mountains in the world. The tallest mountain is Mt. Everest. Locate the following countries: China India Japan</p>	<p>Alps, central highlands, lowlands, Rivers (Rhine, Rhine, Seine, Danube) People and culture Germanic Protestant/Catholic Churches Classical music Mozart Vivaldi Famous artists Vincent van Gogh Claude Monet The European Union Origins, members, trade, migration European Parliament in Brussels Settlements Paris, Lyon, Berlin, Munich, Vienna, Zurich, Amsterdam, Brussels Economic activity Agriculture (cheese, wine, fruit and vegetables) Industry (cars) Services (tourism, restaurants, hotels)</p>		
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		<p>Introduce scale: for example, fifty paces = 5 cm on a map.</p> <p>Identify different types of residence</p> <p>Apartments, terraced housing, detached houses</p> <p>Understand features of the natural environment</p> <p>Rivers, hills, coastline, vegetation, animals</p> <p>Discuss ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage).</p>					
<u>Visual Arts & DT</u>	<p>DT Greek food: preparing flat bread, salads, fruit and honey</p> <p>DT Investigation of mechanisms: tools, levers and gears</p> <p>Ancient Greece.</p> <p>Mythological paintings</p> <p><u>Knowledge:</u></p>		<p>Architecture:</p> <p>Great Stupa</p> <p>Parthenon</p> <p>St.Paul's Cathedral</p> <p><u>Knowledge:</u></p> <p>Understand architecture as the art of designing buildings.</p>		<p>Still life & landscapes</p> <p>DT Soup (seasonal veg Prep)</p> <p>Ruisdael</p> <p>Constable</p> <p>Cezanne</p> <p><u>Knowledge:</u></p>	<p>Symmetry & line</p> <p>Klee</p> <p>Picasso</p> <p>Hokusai</p> <p>Textiles: Batik</p> <p><u>Knowledge:</u></p> <p>LINE</p>	

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	<p>Understand that a mythological work of art depicts characters or a narrative from mythology. In western European painting these are generally from classical mythology.</p> <p>Recognise as images from classical mythology and identify the characters/setting/narrative according to</p> <p>The children's knowledge of the depicted myths from their language and literature studies:</p> <p>Antonio del Pollaiuolo, <i>Apollo and Daphne</i>, c.1432-1498 (National Art Gallery, London)</p>		<p>Understand symmetry and a line of symmetry as it applies to buildings; observe symmetry in the design of some buildings which are familiar to you and/or the children (you could look at your school, local houses, or focus on the Cathedrals studied previously).</p> <p>Noting line, shape, and special features (such as columns and domes), look at and consider the following structures in relation to World History:</p> <p>The Parthenon (including the Parthenon Frieze or so-called Elgin Marbles', now at the British Museum, London) 440 BC (Acropolis, Athens, Greece)</p>		<p>LANDSCAPE</p> <p>Recognise and discuss as landscapes (images of nature or the natural environment, from the Dutch word 'landschap'):</p> <p>Jacob Ruisdael, <i>Landscape with Bentheim Castle</i>, 1653 (National Gallery of Ireland, Dublin)</p> <p>John Constable, <i>Salisbury Cathedral from the Meadows</i>, 1831 (National Gallery, London)</p> <p>Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National Gallery, London)</p> <p>STILL LIFE</p> <p>Recognise and discuss the following as still lives (images of one or more inanimate objects):</p> <p>Paul Cézanne, <i>studies with fruit such as apples and/or</i></p>	<p>Recognise lines as horizontal, vertical, or diagonal. Observe the use of line in: Paul Klee, <i>Was Fehlt ihm?</i> (What's wrong with him?), 1930 (Fondation Beyeler, Switzerland)</p> <p>Pablo Picasso, <i>Mother and Child</i>, 1922 (Baltimore Museum of Art)</p> <p>Katsushika Hokusai, <i>The Great Wave off Kanagawa</i>, 1829-33 (British Museum, London)</p>	
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			Great Stupa, begun 3rd Century BC (Buddhist temple)		oranges, for instance, Still Life with Apples, 1877-78 (Fitzwilliam Museum, Cambridge) Sanchi, Raien district, Madhya Pradesh, India). Sir Christopher Wren, St Paul's Cathedral, 1675 (London)		
Music	Glockenspiel Stage 1 <u>Knowledge/Skills</u> 1 – Musical Activities using glocks Learn to play and read the notes C, D, E + F. Learn to play these tunes: <ul style="list-style-type: none"> ● Easy E ● Strictly D ● Play Your Music ● Drive ● Dee Cee's Blues ● What's Up ● D-E-F-initely ● Roundabout ● March of the Golden Guards ● Portsmouth Improve with Dee Cee's Blues using the notes C + D.		Three Little Birds <u>Knowledge/Skills</u> 1 – Listen & Appraise: Three Little Birds (Reggae) Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals. Find the pulse as you are listening: Dance, clap, sway,		Bringing us Together <u>Knowledge/Skills</u> 1 – Listen and Appraise: Bringing Us Together (Disco) Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Instruments/voices you can hear: Keyboard, drums, bass, a female singer. Do the words of the song tell a story? Does the music create a story in your imagination? What story?		

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	<p>Compose using the notes C, D, E + F. Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? 2 – Perform & Share Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p>		<p>march, be an animal or a pop star. Knowledge Organiser – Three Little Birds – Year 3, Unit 3 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 2 notes – C + D. Bronze: no notes Silver: C, sometimes D Gold: C + D challenge. Which challenge did you get to? Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play?</p>		<p>Knowledge Organiser – Bringing Us Together – Year 3, Unit 5 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – C + A. Bronze: no notes Silver: C + A Gold: C + A Challenge. Which challenge did you get to? Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G. Which part did you play? Improvise using up to 2 notes – C + A. Bronze: C Silver: C, and sometimes A Gold: C + A challenge. Which challenge did you get to? Compose a simple melody using simple</p>		
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			<p>Improvise using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge. Which challenge did you get to? Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Reflection What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of Reggae music? How do you know this is Reggae music? 3 – Perform & Share</p>		<p>rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale) 3 – Perform & Share Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</p>		
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			<p>Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> <p>The performance will include one or more of the following:</p> <ul style="list-style-type: none"> Improvisations • Instrumental performances • Compositions 				
<u>French</u>	<p>Unit 1 Bonjour Lesson 1 hello/goodbye Lesson 2 Ask/say name Lesson 3 ask/say how old you are Lesson 4 Nouns – instruments Lesson 5 Numbers to 10</p>	<p>Unit 2 En Classe Lesson 1 Class objects Lesson 2 colours Lesson 3 say your age Lesson 4 Class instructions</p>	<p>Unit 3 Mon Corps Lesson 1 Body parts Lesson 2 Eyes/hair</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 3 continued Mon Corps Lesson 3 Days of the week Lesson 4</p> <p>Character descriptions</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 4 Les Animaux Lesson 1 Animals and pets Lesson 2 Numbers to 20 Lesson 3 Give someone's name Lesson 4 Describing someone.</p>	<p>Recap of vocab taught.</p> <p>Writing linked to units covered</p> <p>See Rigolo Scheme of work Mapping Grid</p>	

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	See Rigolo Scheme of work Mapping Grid	See Rigolo Scheme of work Mapping Grid			See Rigolo Scheme of work Mapping Grid		
Computing	<p>Connecting computers</p> <p>Knowledge:</p> <p>Pupils develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, pupils are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with pupils discovering the benefits of connecting devices in a network.</p>		<p>Programming - Scratch</p> <p>Knowledge:</p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most pupils. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on</p>		<p>Creating media – Animations</p> <p>Knowledge:</p> <p>Pupils will use a range of techniques to create a stop frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with pupils adding other types of media to their animation, such as music and text.</p>		

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			all aspects of sequences, and make sure that knowledge is built in a structured manner. Pupils also apply stages of program design through this unit.				
PE	<p>Cardio Drumming <u>Knowledge:</u> Read and follow symbols for movements in a sequence. Build stamina and fitness. Move to music with co-ordination.</p> <p>Ball Skills <u>Knowledge:</u> Choose, use and vary simple tactics for attacking and defending (e.g. positioning) Use a variety of skills consistently in a game including kicking, passing and stopping the ball.</p>	<p>Dance <u>Knowledge:</u> Experiment with actions, dynamics, directions and levels Remember and repeat dance phrases Translate ideas from a stimulus into movements. Show fluency and control in their movements. Choose appropriate movements to express an idea or feeling. Children will now understand Dynamics, use of cannon and mirroring as well as</p>	<p>Gymnastics <u>Knowledge:</u> Can execute positions and exercises from Body Management Level 1 and 2 Key-Steps Syllabus Devise, repeat and perform a short sequence with positions from Body Management level 1 and 2 Can safely set up, move and use equipment</p>	<p>. Racket skills <u>Knowledge:</u> Choose and use appropriate skills to complete mini games. Be able to complete simple racket and shuttle cock control activities.</p>	<p>Athletics <u>Knowledge:</u> Run at a speed appropriate to the distance Jump from a standing position Able to throw a ball using an under and over arm technique Develop standing jump, long jump, sprint and hurdles Introduce the javelin and high jump</p>	<p>OAA <u>Knowledge:</u> Use basic maps and diagrams to orientate themselves and to move from one place to another</p>	<p>Team sports - Moral - develop a sense of responsibility for their own behaviour within the framework of individual liberty. Social - Participate, cooperate and contribute positively to their community</p>

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		motifs in their own choreography.					
RE	<p>Hinduism – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and</p>	<p>Christianity – Has Christmas lost its true meaning?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings</p>	<p>Christianity – Could Jesus really heal people? Were these miracles?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about</p>	<p>Christianity – What is 'good' about Good Friday?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Hinduism – How can Brahman be everywhere and everything?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Discuss and present thoughtfully their own and others'</p>	<p>Hinduism – Would visiting the River Ganges feel special to non-Hindu?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	

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	<p>significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>that arise from them in different communities.</p>	<p>community, values and respect.</p>		<p>views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>		
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<p>RSHE</p>	<p>Asking for Help</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret</p>	<p>My Feelings</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p>	<p>.My Body</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p>	<p>My Relationships</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p>	<p>My Beliefs</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p>	<p>.My Rights and Responsibilities</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Understand the right to protect their body from unwanted touch.</p>	
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