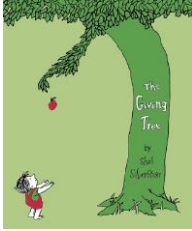
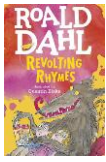

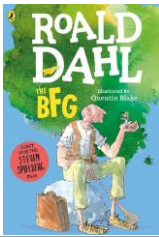

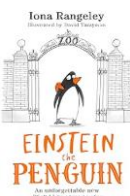


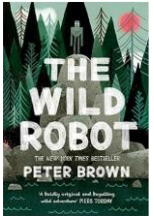




English

Year 3

Autumn	Spring	Summer
 <p>The Giving Tree by Shel Silverstein</p>  <p>Revolting Rhymes by Roald Dahl</p>  <p>The Creakers by Tom Fletcher</p>	 <p>The BFG by Roald Dahl</p>  <p>Katie in London by James Mayhew</p>  <p>Einstein the Penguin by Iona Rangeley</p>	 <p>Nothing to See Here Hotel by Steven Butler</p>  <p>The Secret of Black Rock by Joe Todd-Stanton</p>  <p>The Wild Robot by Peter Brown</p>
<p>Traditional Tales: Aesop's Fables Plan and tell own version of a fable Use paragraphs for each stage of the story Extending sentences through use of conjunctions, adverbs and expanded noun phrases Build cohesion through use of pronouns and accurate tense</p>	<p>Explanation texts Plan and write own explanation text Work organised into paragraphs using subheadings Use of connectives and conjunctions to extend sentences (time and causal) i.e. To begin, because, if</p>	<p>Non-chronological report texts Plan and write own report text Use of clearly organised paragraphs and organisational devices i.e. subheadings Use adverbials and subordinating conjunctions</p>
<p>Poetry: Magic Box by Kit Wright Write own version of the poem Use of expanded noun phrases (i.e. glistening, golden stars) Use of figurative language such as similes and metaphors</p>	<p>Authors and letters Plan and write own letter to Roald Dahl museum Use the perfect form of verbs (I have always enjoyed reading...) Use paragraphs to group material Use of conjunctions and adverbials to extend sentences</p>	<p>Adventure and mystery stories Write own adventure/mystery story Use paragraphs and extend sentences through use of conjunctions, adverbs and expanded noun phrases Build cohesion through use of pronouns and accurate tense Use speech marks and apostrophes where needed</p>
<p>Traditional Stories – Alternative Versions Plan and write own version of a traditional tale Use paragraphs for each stage of the story Extending sentences through use of conjunctions, adverbs and expanded noun phrases Build cohesion through use of pronouns and accurate tense Use of realistic and conversational dialogue</p>	<p>Stories with familiar settings Write own story with a familiar setting Use paragraphs for each stage of the story and extend sentences through use of conjunctions, adverbs and expanded noun phrases Build cohesion through use of pronouns and accurate tense Start to use speech marks to punctuate direct speech Use of apostrophes for possession</p>	<p>Myths and legends Retell the story of Isis and the Seven Scorpions Use paragraphs and extend sentences through use of conjunctions, adverbs and expanded noun phrases Build cohesion through use of pronouns and accurate tense Use speech marks and apostrophes where needed</p>
<p>Instruction texts Write own set of instructions Use organisational devices such as numbers and bullet points Ensure a list of ingredients: use of 'a' or 'an' Use of imperative verbs i.e. put, take Use of time connectives: To begin with, After, Next Use adverbials, prepositions and conjunctions, i.e. when, if, as.</p>	<p>Playscripts Write a playscript based on 'Einstein the Penguin' Understand how speech marks are used to punctuate direct speech Organise playscript with a character list and setting description Use of adverbs to identify how words are spoken</p>	<p>Poetry: Performance poems Prepare and perform a poem to the class Speak clearly, fluently and accurately when reciting the poem Vary their tone of voice and use actions to keep their audience engaged.</p>



Spelling and Handwriting

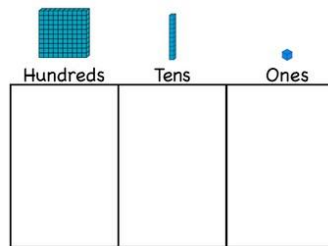
Year 3

Autumn	Spring	Summer																				
<p>Handwriting Improving fluency and legibility of joined handwriting through regular practice.</p>																						
<p style="text-align: center;">Spelling</p> <p>Accurately recognise, read and spell a range of words that use Set 3 sounds:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ea</td> <td style="width: 50%;">oi</td> </tr> <tr> <td>a-e</td> <td>i-e</td> </tr> <tr> <td>o-e</td> <td>u-e</td> </tr> <tr> <td>aw</td> <td>are</td> </tr> <tr> <td>ur</td> <td>er</td> </tr> <tr> <td>ow</td> <td>ai</td> </tr> <tr> <td>oa</td> <td>ew</td> </tr> <tr> <td>ire</td> <td>ear</td> </tr> <tr> <td>ure</td> <td>tion</td> </tr> <tr> <td>tious/cious</td> <td></td> </tr> </table>	ea	oi	a-e	i-e	o-e	u-e	aw	are	ur	er	ow	ai	oa	ew	ire	ear	ure	tion	tious/cious		<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> • Revise Y2 suffixes (-ment, -ness, -full, -less and -ly) • Revise the prefix un- • Revise contractions • Learn prefixes (dis-, mis-, re-, sub-, tele-) • The sound /i/ spelt as y (i.e. myth, gym, pyramid) • Words with the /ei/ sound spelt ei, eigh, aigh or ey • Words with the /sh/ sound spelt as ch • Homophones and near homophones • Year 3 and 4 statutory word list 	<p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> • Revise adding s and es to words • Revise adding the endings -ing, -ed and -er to verbs • Revise Y2 suffixes (-ment, -ness, -full, -less and -ly) • Learn prefixes (super- and auto-) • Adding the suffix -ly • Words which use the 'ou' spelling (i.e. young, touch, double) • Words with the /k/ sound spelt as ch • Homophones and near homophones • Year 3 and 4 statutory word list
ea	oi																					
a-e	i-e																					
o-e	u-e																					
aw	are																					
ur	er																					
ow	ai																					
oa	ew																					
ire	ear																					
ure	tion																					
tious/cious																						

Autumn

PLACE VALUE

Represent and partition numbers to 1000
 Flexible partitioning of numbers to 1,000
 Find 1, 10 or 100 more or less
 Estimate on a number line to 1,000
 Compare numbers to 1,000
 Order numbers to 1,000
 Count in 50s



ADDITION AND SUBTRACTION

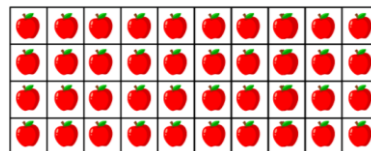
Apply number bonds within 10
 Add and subtract 1s, 10s, 100s
 Add 1s,10s,100s across a boundary
 Subtract 1s,10s,100s across a boundary
 Make connections
 Add two numbers (no exchange)
 Subtract two numbers (no exchange)
 Add two numbers (across a 10/100)
 Subtract two numbers (across a 10/100)
 Add and subtract 2-digit and 3-digit
 Complements to 100
 Estimate answers/ Inverse operations

$$\begin{array}{r} 506 \\ + 248 \\ \hline \end{array}$$

MULTIPLICATION AND DIVISION

Multiplication – equal groups
 Use arrays
 Multiples of 2,5 and 10
 Sharing and grouping
 Multiply and divide by 3, 4, 8

How many apples are there?



Spring

MULTIPLICATION AND DIVISION

Multiples of 10
 Multiply a 2-digit number by a 1-digit number (informal method)– no exchange
 Multiply a 2-digit number by a 1-digit number (informal method)– with exchange
 Link multiplication and division
 Divide a 2-digit number by a 1-digit number – no exchange
 Divide a 2-digit number by a 1-digit number – flexible partitioning
 Divide a 2-digit number by a 1-digit number – with remainders
 Scaling
 How many ways

LENGTH AND PERIMETER

Measure in metres and centimetres and millimetres
 Equivalent lengths
 Compare lengths
 Add lengths and subtract lengths
 What is perimeter?
 Measure perimeter and calculate perimeter

FRACTIONS

Understand the denominators and numerators of unit and non-unit fractions
 Compare and order unit and non-unit fractions
 Fractions on a number line

MASS AND CAPACITY

Use scales Step 2 Measure mass in grams
 Measure mass in kilograms and grams
 Equivalent masses (kilograms and grams)
 Compare mass
 Add and subtract mass
 Measure capacity and volume in millilitres
 Measure capacity and volume in litres and millilitre
 Equivalent capacities and volumes (litres and millilitres)
 Compare capacity and volume Step 11 Add and subtract capacity and volume

Summer

FRACTIONS

Add and subtract fractions
 Unit fractions of a set of objects
 Non-unit fractions of a set of objects
 Reasoning with fractions of an amount



MONEY

Pounds and pence
 Convert pounds and pence
 Add and subtract money
 Find change

TIME

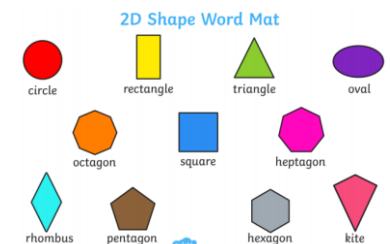
Roman numerals
 Tell the time to 1 and 5 minutes
 Read time on a digital clock
 Use am and pm
 Years, months, days, hours, minutes and seconds
 Use durations and Units of time
 Solve problems with time

What time does the clock show?



SHAPE

Turns and angles /Right angles/ Compare angles
 Measure and draw accurately
 Horizontal, vertical, parallel and perpendicular
 Recognise and describe 2-D and 3D shapes
 Draw polygons
 Make 3-D shapes



STATISTICS

Draw and interpret pictograms
 Draw and interpret bar charts
 Collect and represent data
 Two-way tables

Autumn

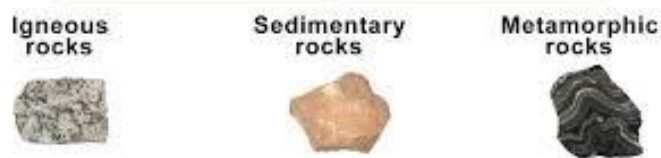
Working Scientifically

- I can understand and use observations in science.
- I can record my observations over time.
- I can carry out a pattern seeking investigation.

Rocks

- To be able to describe and compare different types of rock.
- I can test rocks for permeability.
- I can test rocks for hardness and softness.
- I can identify different rocks and carry out an acid test.
- I can describe how fossils are formed.
- I can make careful observations of fossils and explain how they are formed
- I can make careful observation of soil samples.
- I can test the permeability of soil samples. I can investigate how well soil filters water.

Types of Rocks



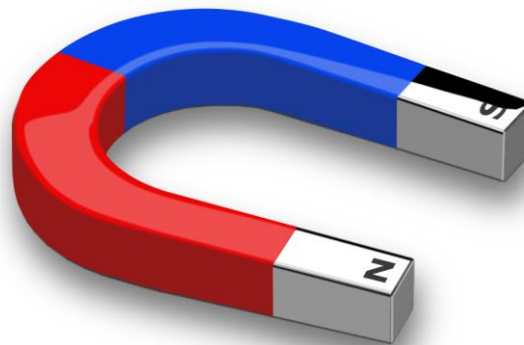
Spring

Plants

- I can identify and describe the function of different parts of a plant.
- I can explain the function of the parts of the plant.
- I can describe how water is transported in a plant.
- I can explain what plants need to stay healthy.
- I can explain the life cycle of a flowering plant.

Forces and Magnets

- I can describe the contact forces push and pull.
- I can identify push and pulls in the environment.
- I can describe the non-contact force of magnetism.
- I can investigate the strength of magnets.
- I can test the effect of surfaces on the way things move.



Summer

Animals Including Humans

- I can describe the main food groups.
- I can Identify different types of skeletons.
- I can name parts of the human skeleton.
- I can describe how muscles work.
- I can compare the size of different skeletons.

Light

- I can identify sources of light.
- I can explain how shadows are formed.
- I can explain how the size of a shadow can be changed.
- I can observe the way light is reflected from surfaces.
- I can explain the importance of protecting the eye.



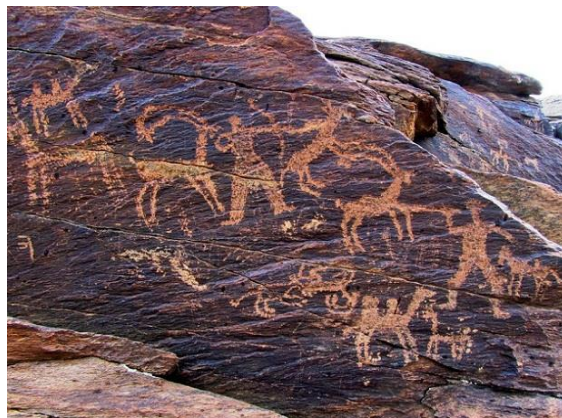
Autumn

Project: Sketch a petroglyph

I can practice sketching using different pressure to create contrast.

I can analyse and sketch Stone Age and Iron Age petroglyphs and sculptures.

I can design and evaluate symbols and petroglyphs to record and communicate learning.



Project: Use chalk pastels to create a cave painting.

I can experiment drawing and blending wet and dry chalk pastels with fingers and brushes.

I can study cave paintings and create my own sketch of a cave painting using petroglyphs and symbols to communicate meaning.

I can create a cave painting using wet and dry chalk pastel techniques.

I can evaluate my experience and skills.

Spring

Project: Acrylic Pop art painting.

I can identify and create complimentary primary and secondary colours, and identify tertiary colours.

I can discuss and analyse art by Andy Warhol and Keith Haring and experiment with creating Pop art collages using digital media.

I can create an Andy Warhol inspired Pop art painting in acrylic.

Project: Watercolour painting of the Thames

I can analyse and compare paintings of the Thames in different times and distinguish between Bol, Monet and Spencer.

I can experiment with painting primary, secondary, and tertiary watercolours in wet-on-wet, wet-on dry, and dry brush techniques.

I can paint the Thames in watercolour and evaluate my experience and skills.



Summer

Project: Recreate hieroglyphs using oil pastels

I can analyse and discuss ancient Egyptian hieroglyphs, registers, and murals and sketch them.

I can copy hieroglyphs, registers or murals, using oil pastels to create my own.

I can evaluate my experience and skills.

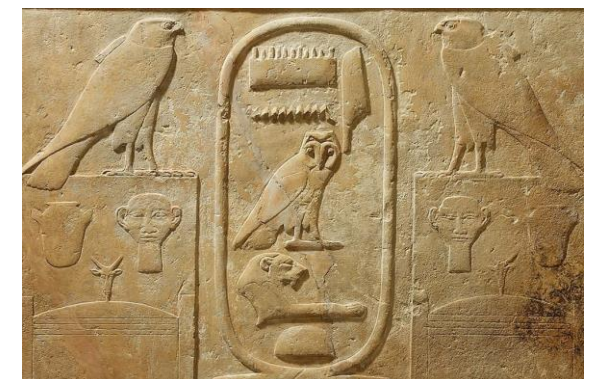
Project: Form an Egyptian cartouche using clay

I can analyse and discuss ancient Egyptian sculpture and cartouches, sketching common features.

I can design my own Egyptian-inspired cartouche.

I can work with wet clay to form an Egyptian-style cartouche.

I can evaluate my experience and skills.



Autumn

Programming – Sequencing Commands

- I can explain how a sprite moves in an existing project.
- I can create a program to move a sprite in four directions.
- I can adapt a program to a new context.
- I can develop my program by adding features.
- I can identify and fix bugs in a program.
- I can design and create a maze-based challenge.



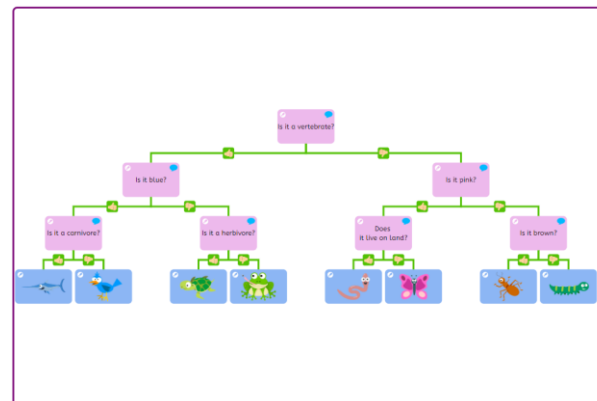
Spring

Computing Networks – Connecting Computers

- I can explain how digital devices function.
- I can understand the concepts of input, output and process in digital devices.
- I can recognise how digital devices change the way we work.

Data and Information – Branching Databases

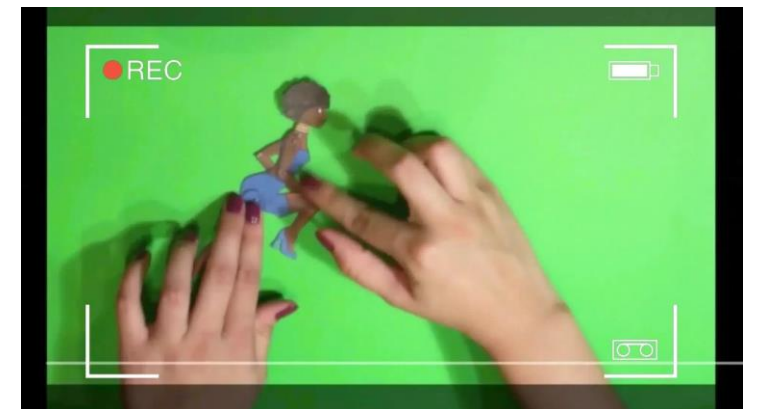
- I can create questions with yes/no answers.
- I can identify the attributes needed to collect data about an object.
- I can create a branching database.



Summer

Creating Media – Stop Motion Animation

- I can explain that animation is a sequence of drawings or photographs.
- I can relate animated movement with a sequence of images.
- I can plan an animation.
- I can identify the need to work consistently and carefully.
- I can review and improve an animation
- I can evaluate the impact of adding other media to an animation.



Autumn

Mechanical systems - Pneumatics

Project: Design and build a tipper truck to transport rocks

Designing

Generate ideas by looking at example tipper trucks.

Annotate sketches of their ideas.

Making

Order the main stages of making.

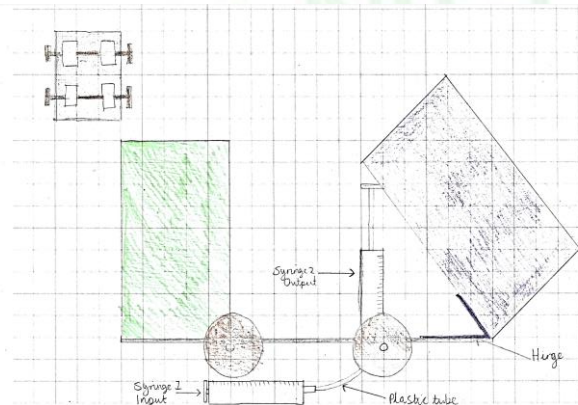
Select and use appropriate tools to cut and join materials and components such as tubing, syringes and balloons.

Make strong, stiff shell structures.

Evaluating

Describe the purpose of their truck and explain how particular parts work.

Evaluate their tipper truck and identify strengths and areas for development in their product.



Spring

Frame structures

Project: Design and build a miniature greenhouse

Designing

Carry out research into existing products.

Develop a simple design specification.

Generate ideas through annotated sketches.

Making

Formulate a clear plan, including a list of resources to be used.

Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.

Evaluating

Evaluate their products against their design specification and carry out appropriate tests. Research key events and individuals relevant to frame structures.



Summer

Electrical Systems – light and switches

Project: Design and create a nightlight

Designing

Develop design criteria by evaluating user needs.

Generate ideas through annotated sketches and diagrams of circuits.

Making

Order the main stages of making.

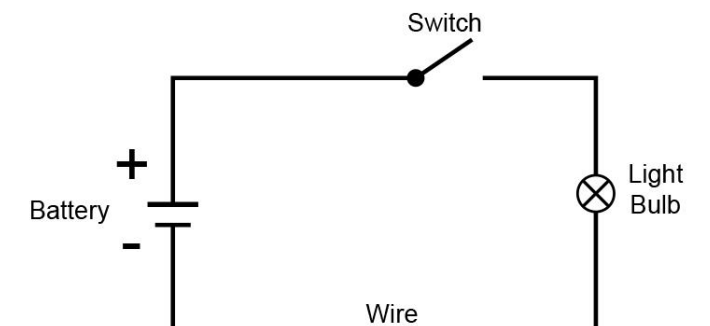
Select and use tools and equipment to cut, shape, join and finish.

Select from and use materials and components, including construction materials and electrical components.

Evaluating

Investigate and analyse a range of existing battery-powered products with lights.

Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.



Autumn

History: The Ages of Man

I can order the Palaeolithic, Mesolithic and Neolithic periods on a timeline.

I can discuss how our knowledge about the past is gained

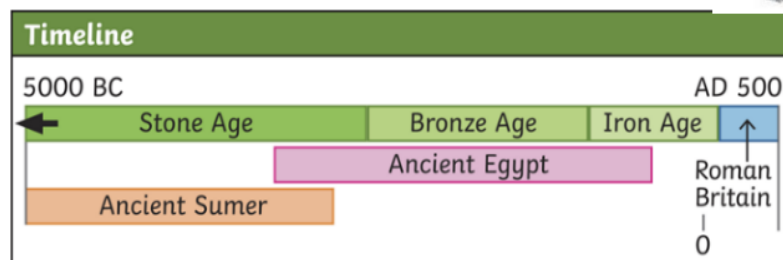
I can explore the changes in homes and tools from the Palaeolithic to Neolithic periods.

I can order the Stone Age, Bronze Age and Iron Age on a timeline.

I can investigate the changes in homes, food and tools in the Stone Age, Bronze Age and Iron Age:

I can investigate how and why Stonehenge may have been formed.

I can list similarities and differences between religion and culture over this time period.



Spring

Local Geography Study: Holmer Green

I can locate Holmer Green on a map of the UK.

I can describe the difference between a village, town and city.

I can locate Buckinghamshire and 2 other counties on a map of the UK.

I can define a human feature and a physical feature and identify some human and physical features in Holmer Green.

I can name and use the 4 points of a compass.

I can use 4 figure grid references.

I can identify at least 3 OS symbols on a map.

I can complete a village walk around Holmer Green, creating a basic field sketch.

I can identify how land use has changed in Holmer Green over time.

Geography: Journey Down the River Thames

I can name the capital city of England.

I can identify 2 other cities in England.

I can identify the human and physical features of London.

I can compare the human and physical features of London and Holmer Green.

I can identify how land use has changed in London over time.

I can identify and explain 4 parts of a river.

I can describe some modern uses of the River Thames.

I can explain the 4 main processes in the water cycle.



Summer

Land of the Pharaohs

History

I can locate the early civilisations on a world map and create a timeline to show when they occurred.

I can give the approximate date Ancient Egyptians were around, placing the Ancient Egyptian period on a timeline and comparing this to the Stone Age, Iron Age and Bronze Age periods.

I can explain the developments of farming (ox-drawn ploughs and irrigation) and its impact.

I can explain the developments of hieroglyphics and its impact.

I can explore the Ancient Egyptian religious beliefs.

I can name two pharaohs (Narmer and Tutankhamun) and list what their impact was on Egypt.

I can explain who Alexander the Great is and explain his impact on Ancient Egypt.



Geography

I can locate the UK and Egypt on a map of the world.

I can name and locate the capital city of Egypt.

I can describe that the equator splits the Earth into the Northern and Southern Hemisphere.

I can explore the different time zones and identify the time zones of the UK and Egypt.

I can name 3 climate zones and describe what affects a climate zone.

I can identify the climate in Egypt and compare this to the climate in the UK.

Autumn

Greetings

- I can recognise some greetings.
- I can use some greetings.
- I can listen and join in with a French song.
- I can recognise words to show how I'm feeling.
- I can ask how someone is feeling and respond accordingly.
- I can prepare and perform a simple roleplay using familiar vocabulary.

Vocabulary:

bonjour, au revoir, a bientôt, salut, bonsoir, monsieur, madame, tres bien, comme ci, comme ca, mal, merci, et toi

Questions:

Ça va?

Bonjour!

Spring

Counting up to 31

- I can recognise numbers from 1 to 20.
- I can count from 1 to 20.
- I can ask how many and answer accordingly.
- I can recognise numbers 20-31.
- I can count from 1-31.
- I can understand numbers 1-31 including when out of sequence

Vocabulary:

onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente

Questions:

- Il y a combien de biscuits?
- Il y a combien de chocolats?



Summer

Body Parts

- I can recognise some body parts.
- I can ask what is it?
- I recognise some more body parts.
- I can describe what my monster looks like.
- I can understand the difference between singular and plural, masculine and feminine
- I can identify some facial features.

Vocabulary

tête, épaules, genoux, pieds, les yeux, les oreilles, la bouche, le nez, le bras, la tete, la jambe, le genou, le pied, le dos, le ventre, l'épaule la main, le doigt
le visage, les yeux, le nez, l'oreille, la bouche, les dents, la joue, l'oeil, j'ai mal a /au/aux

Questions:

- Qu'est-ce que c'est?
- Comment est mon monster?
- Ou as-tu mal?





Autumn

Listening and Singing

I can compare western classical tradition and film songs.

I can compare popular music from different genres.

I can perform as part of an ensemble within my phase for the Christmas concert

I can perform actions in time with songs.

I can clap steady beats.

I can clap beats with a changing tempo.



Spring

Instrumental Performance - Drums

I can play a simple poly-rhythm on the drum.

I can play more complex poly-rhythm and I can watch the leader carefully to know when to play and stop.

I can play kpan-logo/elephant walk rhythm.

I can play more complex different kpan-logo at the same time.

I can play elephant walk rhythms at the same time and include rests.

I can play more complex elephant walk rhythms.



Summer

Composition/ Listening

I can play and create layers of music.

I can play in time with others.

I can refine my playing for a performance

I can compare different musical tradition pieces.

Model Music Curriculum Case Study - *Night on a Bare Mountain by Mussorgsky*



Autumn

Football

I can learn how to dribble a ball using the correct part of the foot to keep the ball under control.

I can pass the ball to someone accurately, using different parts of the foot.

I can control the ball successfully.

I can appreciate where space is and move into it before receiving a pass.

I can learn about attacking and defending techniques, including marking.

I can use the skills I have learnt in a game situation.

Gymnastics

I can perform basic side rolls with control.

I can perform a basic forward roll safely.

I can perform a range of jumps with confidence.

I can demonstrate the shoulder stand roll safely.

I can demonstrate the headstand and handstand balances

I can explore ways of travelling.

I can plan and perform a sequence showing a greater range of gymnastic moves showing a clear beginning, middle and end.

Basketball

I can bounce the ball with one hand as I move around the space and court.

I can bounce the ball across my body from one hand to another.

I can use the chest pass and the bounce pass.

I can throw the ball with 1 or 2 hands and catch it successfully.

I am able to practise the technique needed for shooting (BEEF) and I can shoot towards a target.

I know how to find space and indicate where I would like the ball to be passed.

Spring

Netball

I can revise the correct catching technique and the bounce pass.

I can revise the chest and overhead passes.

I can perform a dodge to get into a space.

I can understand how to mark correctly.

I can improve my shooting technique by shooting high and bending knees.

I can understand how to use space in a game situation.

Dance

I can improvise independently to create a simple dance.

I can improvise with a partner to create a simple dance.

I can translate ideas from stimuli into movement with support.

I can begin to compare and adapt movements and motifs to create a larger sequence.

I can use simple dance vocabulary to compare and improve work.

Tag Rugby

I can evade and tag opponents.

I can hold and move correctly using a rugby ball.

I can evade opponents whilst holding a rugby ball.

I can pass the ball accurately and receive the ball safely

I can pass the ball accurately and receive the ball safely whilst on the move.

I can pass the ball accurately and receive the ball safely in a game situation.

I can apply learned skills in a game of tag rugby.



Summer

Cricket

I can catch the ball consistently independently and with a partner.

I can throw the ball accurately and consistently to a partner.

I can develop fielding techniques and throw the ball to a partner.

I can develop bowling technique using underarm or overarm.

I can hold the bat correctly and bat with increasing accuracy.

I can communicate with others during a game.

Athletics

I can run at speed and change direction accurately

I can perform a fluent sprinting start technique and link smoothly to a running motion.

I can perform the handover of a baton within a relay competition fluently.

I can jump and land safely using 1 and 2 feet.

I can develop standing long jump technique.

I can learn correct skipping technique.

I can rehearse and develop skills needed for hurdling

I can throw a ball towards a given target correctly.

I can throw a ball correctly over a longer distance.

I can develop throwing technique to a turbo javelin.

I can learn how to pace a longer distance run, including heart rate and breathing.

I can practise chosen events for Sports Day.

Tennis and Rounders

I can move body position to catch a ball.

I can control a ball on racket when moving - varying speed.

I can hit a ball into a target (with one bounce).

I can play a modified game using skills e.g forehand.



Autumn

Respectful Relationships Including Online

Skills developed:

How to identify their own emotions
 How to identify others' emotions
 How to spot bullying

The Knowledge obtained:

I can identify a range of different emotions. Recognise what bullying is.
 Know how to respond to bullying and ask for help, know how to identify online bullying
 I can explain the term stereotype, racism and inequality



Caring friendships - Families and People Who Care for Me.

Skills developed:

Listen to others
 Show respect people
 how to make and solidify friendships

The Knowledge obtained:

I can understand what identity is, identify what makes me special and explain what is important for me so that I am happy and healthy.
 I can listen respectfully to other people discussing their identity, identify similarities between myself and others and the differences.



Spring

Physical and Mental Health and Fitness, Healthy eating, Mental wellbeing

Skills developed:

Create their own rules for online – they will have the tools to manage themselves.
 Make healthy food choices.
 Identify when they feelings of pressure and loneliness and what to do.

The Knowledge obtained:

I can understand what makes a healthy lifestyle online and offline, I can understand what makes up a balanced diet.
 I can understand a range of emotions and describe my feelings to others and understand feeling pressure and loneliness and managing this.



Changing Adolescent Bodies, Caring friendships

Skills developed:

I can be a good friend and have healthy friendships.
 I know how to spot risks online.
 I know what to do if I am put in a risky situation.

The Knowledge obtained:

I can identify how we change over time.
 I can identify the difference between males and females before puberty.
 I can understand what makes a positive, healthy friendship.
 I can identify the difference between acceptable and unacceptable physical contact.
 I can identify how to manage risks in familiar settings.
 I can identify why you should not talk to unknown people online.

Summer

Understanding Community and citizenship

Skills developed:

Identify differences and similarities with partners and groups.

The Knowledge obtained:

I can understand what a community is
 I can discuss my local community
 I can learn about the wider community
 I know how to treat others' fairly
 I can identify how I can live, play and work with people that are different to me
 I can identify how I can live, play and work with people that are different to me



Protecting myself and others

Skills developed:

I know what to do if someone has an allergy.
 Identifying drugs that could affect our body.
 Calling the emergency services and Keeping safe in the sun.

The Knowledge obtained:

I can explain how simple hygiene routines can prevent the spread of bacteria and viruses.
 I can explain what an allergy is.
 I know how to keep safe in the sun.
 I know why sleep is important.
 I can make an emergency call.
 I can identify drugs that are common in everyday life.



Autumn

Religion in the Community
Enquiry question: What holds a community together?

Pupil experience:

I can explore what it is like to belong to my class and school.

Religious/worldwide context:

I can investigate how religious communities live out their beliefs and actions in the wider world (worship, festivals, uniforms, leaders etc.).

I can compare the Christian, Muslim and Hindu beliefs about God.

I can investigate what it means to be a Christian, Muslim or Hindu.

Universal human experience:

I can reflect on whether religion is important in a community and discuss whether being part of a community influences people's actions, choices and behaviours.

I can explore how different people and groups live together in communities (locally, nationally and globally).



Spring

Places of Worship

Enquiry question: Are places of worship really needed?

Pupil experience:

I can identify my own place of importance, explore why it is important to me and compare this to others, identifying different building types in my local area (Holmer Green and High Wycombe) and discuss how their features help to fulfil their purpose.

Religious/worldwide context:

I can name the place of worship for Christianity and explain how it is used, identifying key features of a Church and their purposes.

I can name the place of worship for Islam and explain how it is used, identifying key features of a Mosque and their purposes.

I can name the place of worship for Hinduism and explain how it is used, identifying key features of a Mandi and their purposes.

I can name the place of worship for Sikhism and explain how it is used, identifying key features of a Gurdwara and their purposes.

Universal human experience:

I can reflect on the role of places of worship to help believers feel closer to God and understand life better and discuss the difference between private (e.g. du'a in Islam and worship at home in Hinduism) and collective worship and the benefits of each.



Summer

Sacred Texts

Enquiry question: Why are sacred texts so important?

Pupil experience:

I can identify an important book to me and explore why it is important to me and I can explore how stories help us to understand how we should behave/live our lives..

Religious/worldwide context:

I can name the sacred text for Christianity and describe how it came into existence, investigating what beliefs about God are expressed in the Bible.

I can investigate what the Bible says about what it means to be a person (focus on parables such as The Good Samaritan), reflecting on how different Christians interpret the Bible differently.

I can name the sacred text for Islam and describe how it came into existence, investigating what beliefs about Allah are expressed in the Qur'an and what it says about the rules for living.

I can name the sacred text for Hinduism and describe how it came into existence, investigating what beliefs about God are expressed in The Vedas and what it says about the rules for living.

Universal human experience:

I can discuss whether people need to believe in God to be good.

