

Year 3 English

Key Texts based on STAT recommendations	Reading	Writing	Spelling	Grammar and Punctuation	S&L	Handwriting
<p>Year 3</p> <p>The Hodgeheg by Dick King-Smith</p> <p>Please Mrs Butler by Allan Ahlberg.</p> <p>Flat Stanley by Jeff Brown.</p> <p>Horrid Henry series by Francesca Simon.</p> <p>Cool, Butterfly Lion, Kensuke's Kingdom, Billy the Kid by Michael Morpurgo.</p> <p>Harry Potter and the Philosopher's Stone by J.K Rowling.</p> <p>The Hundred Mile an Hour Dog by Jeremy Strong.</p> <p>Charlotte's Web, Stuart Little by E.B White.</p> <p>Clarice Bean That's Me by Lauren Child.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>develop positive attitudes to reading and understanding of what they read by: listening to and discussing</p>	<p>Pupils should be taught to:</p> <p>COMPOSITION</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally (including</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular</p>	<p>develop understanding of concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to</p>	<p>Pupils should be taught to: listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>S articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their <i>handwriting</i> [for example, by ensuring that the <i>downstrokes of letters are parallel and equidistant; that lines of</i></p>

<p>Meerkat Madness by Ian Whybrow. The Tunnel, Gorilla by Anthony Browne Charlie and the Chocolate Factory, Matilda, Fantastic Mr Fox, The BFG, Danny the Champion of the World, The Twits by Roald Dahl.</p> <p>Year 4 The Demon headmaster by Gillian Cross. Beowulf by Kevin Crossley-Holland. The Iron Man by Ted Hughes. Stig of the Dump by Clive King. The Lion, The Witch and The Wardrobe by C.S Lewis. The Dancing Bear by Michael Morpurgo. Swallows and Amazons by Arthur Ransome. Greek Myths for</p>	<p>a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform,</p>	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures § organising paragraphs around a theme § in narratives, creating settings, characters and plot § in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and</p>	<p>plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical</p>	<p>narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard</p>	<p><i>writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i></p>
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<p>Young Children by Marcia Williams. Cliffhanger by Jacqueline Wilson. Diary of a Wimpy Kid series by Jeff Kinney. Alice's Adventures in Wonderland by Lewis Carroll. The Prince, the cook and the cunning King, The Thief, the fool and the big fat King, A Pig Called Henry, The Queen's Token. All by Terry Deary.</p>	<p>showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: § checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters'</p>	<p>others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.</p>	
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	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction 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.</p>					
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Maths

NUMBER - Number and Place Value Pupils should be taught to:	Notes and Guidance (Non Statutory)
count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. They use larger numbers to at least 1,000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40 + 6$, $146 = 130 + 16$). Using a variety of representations, including those related to measure, pupils continue to count in 1s, 10s and 100s, so that they become fluent in the order and place value of numbers to 1,000.
recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)	
compare and order numbers up to 1,000	
identify, represent and estimate numbers using different representations	
read and write numbers up to 1,000 in numerals and in words	
solve number problems and practical problems involving these ideas	
Number - Addition and Subtraction Pupils should be taught to: Notes and Guidance (Non Statutory) read, write and interpret mathematical	Notes and Guidance (Non Statutory)
add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s	Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to 3 digits to become fluent (see Mathematics appendix 1).
add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	
estimate the answer to a calculation and use inverse operations to check answers	
solve problems, including missing number problems, using number facts,	

place value, and more complex addition and subtraction	
Number - Multiplication and Division Pupils should be taught to:	Notes and Guidance (Non Statutory)
recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	<p>Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables. Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts ($30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$). Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.</p> <p>Pupils solve simple problems in contexts, deciding which of the 4 operations to use and why. These include measuring and scaling contexts, (for example 4 times as high, 8 times as long etc) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).</p>
write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	
solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	
Number - Fractions Pupils should be taught to:	Notes and Guidance (Non Statutory)
count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	<p>Pupils connect tenths to place value, decimal measures and to division by 10. They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure. Pupils understand the relation between unit fractions as operators (fractions of), and division by integers. They continue to recognise fractions in the context of parts of a whole, numbers,</p>
recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	

recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	measurements, a shape, and unit fractions as a division of a quantity. Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.
recognise and show, using diagrams, equivalent fractions with small denominators	
add and subtract fractions with the same denominator within one whole [for example $5/7 - 1/7 = 6/7$]	
compare and order unit fractions, and fractions with the same denominators	
solve problems that involve all of the above	
MEASUREMENTS Pupils should be taught to:	Notes and Guidance (Non Statutory)
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm). The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or 5 times as high) and this connects to multiplication. Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4. Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.
measure the perimeter of simple 2-D shapes	
add and subtract amounts of money to give change, using both £ and p in practical contexts	
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year	
compare durations of events [for example, to calculate the time taken by particular events or tasks]	
GEOMETRY - Properties of shapes Pupils should be taught to:	Notes and Guidance (Non Statutory)

draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle. Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.
recognise angles as a property of shape or a description of a turn	
identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle	
identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
STATISTICS - Properties of shapes Pupils should be taught to:	Notes and Guidance (Non Statutory)
interpret and present data using bar charts, pictograms and tables	Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. They continue to interpret data presented in many contexts.
solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	

Science

<p><i>Scientific Enquiry</i> Ask relevant questions.</p> <ul style="list-style-type: none"> • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions 	<p><i>Plants</i></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Describe the ways in which nutrients and water are transported within animals, including humans. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the 	<p>Materials</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure 	<p>Light</p> <ul style="list-style-type: none"> • Notice that light is reflected from surfaces. • Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows. 	<p>Forces and magnets</p> <p>Notice that some forces need contact between two objects and some forces act at a distance.</p> <ul style="list-style-type: none"> • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
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<p>for setting up further tests.</p> <ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 		<p>digestive system in humans.</p> <ul style="list-style-type: none"> • Identify the different types of teeth in humans and their simple functions. 	<p>the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		
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Art						
Drawing	Painting	Collage	Developing ideas	Textiles	Print making	Communication (inc IT)
<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. <p>Sketch lightly (no need to use a rubber)</p>	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created.

to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	backgrounds then add detail. • Experiment with creating mood with colour.	and montage.	progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	weavings. • Quilt, pad and gather fabric.	to a block). • Make precise repeating patterns.	
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DT			
Mechanisms	Food	Structure	Textiles
• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.

Geography

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and 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.
- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.
- Describe key aspects of:
 - **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

- **human geography**, including: settlements and land use.
- 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.

History

To investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

To build an overview of world history

- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

To communicate historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gym	Dance	Gym	Dance	Athletics	Athletics
Football	Netball	Games	Rugby	Bat and ball	Fielding/cricket/rounders

Computing

To Code (using Scratch)	To Connect	To Communicate	To Collect	Safe and Responsible use
<p><i>Motion:</i> Use specified screen coordinates to control movement.</p> <p><i>Looks:</i> Set the appearance of objects and create sequences of changes.</p> <p><i>Sounds:</i> Create and edit sounds. Control when they are heard, their volume, duration and rests.</p> <p><i>Draw:</i> Control the shade of pens.</p> <p><i>Events:</i> Specify conditions to trigger events.</p> <p><i>Control:</i> Use IF THEN conditions to control events or objects.</p> <p><i>Sensing:</i> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p> <p><i>Variables and List:</i> Use variables to store a value. Use the functions define, set, change, show and hide to control the variables.</p> <p><i>Operators:</i> Use the Reporter operators () + () () - ()</p>	<p>Contribute to blogs that are moderated by teachers.</p> <ul style="list-style-type: none"> • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	<p>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p>	<p>Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>	<p>Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles).</p> <p>Make judgments in order to stay safe, whilst communicating with others online.</p> <p>Tell an adult if anything worries them online.</p> <p>Identify dangers when presented with scenarios, social networking profiles, etc.</p> <p>Articulate examples of 'good' and 'bad' behaviour online.</p>

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Music			
To compose	To perform	To transcribe	To describe music
<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.

RE			
(3.1) Remembering	(3.2) Faith Founders	(3.3) Encounters	Christianity and Hinduism
<p>investigate a variety of celebrations including religious festivals explore different ways in which</p> <p>the life of a faith member may be enriched through participation in a festival or celebration</p>	<p>investigate the key teachings of a faith founder</p> <p>find out about the key beliefs of two or more religions</p> <p>explore a range of authoritative writings for faith communities</p> <p>identify the beliefs expressed in a variety of written forms</p>	<p>actively explore the diversity and significance of local places of worship to faith groups and members of the community</p> <p>investigate the rituals which comprise an act of worship from two or more faiths</p>	<p><i>To understand beliefs and teachings</i></p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p><i>To understand practices and lifestyles</i></p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p><i>To understand how beliefs are conveyed</i></p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p><i>To reflect</i></p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did.

			<ul style="list-style-type: none"> • Ask questions that have no universally agreed answers. <p><i>To understand values</i></p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.
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Enterprise opportunities					
Design a T-Shirt (October 2014)	Christmas Tree art straw structure competition (Parent Partnership Challenge, December 2014)				

Spring Class Assembly - March '15