



Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 1 2023/2024

All learning covers articles 1, 2, 23, 28 and 42.

| | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 |
|-------------------------------------|--|---|--|--|---|--|--|
| LEAD TEXT/TOPIC | <u>Ancient Egypt</u> Cinderella | <u>Ancient Egypt</u> Cinderella | <u>Ancient Egypt</u> Cinderella | <u>Ancient Egypt</u> Egyptian Cinderella | <u>Ancient Egypt</u> Egyptian Cinderella | <u>Ancient Egypt</u> Egyptian Cinderella | <u>Ancient Egypt</u> Egyptian Cinderella |
| ENGLISH Genres Article 29 | <u>Traditional Tales</u> <u>Structure of stories</u> To understand how we present our work. To be able to set out our work correctly. To be able to write in full sentences with full stops and capital letters. To be able to write in sentences using question marks and exclamation marks. To identify key information in a text to answer questions. | <u>Traditional Tales</u> <u>Structure of stories</u> To be able to recognise different sentence types. To understand how to structure a story. To be able to order a story correctly. To be able to write to write a descriptive sentence. To identify key information in a text to answer questions. | <u>Traditional Tales</u> <u>Structure of stories</u> To be able to plan a story with clear structure. To be able to write a story with a clear structure. To be able to write a story with a clear structure. To be able to identify and use conjunctions. To be able to find key information in a text to answer questions. | <u>Structure of stories</u> To be able to order a story. To be able to generate effective adjectives. To be able to write a setting description. To be able to write a setting description. To be able to find key information in a text to answer questions. | <u>Structure of stories</u> <u>Assessed Writing</u> To be able to identify and use verbs. To be able to plan a story. To be able to retell a story. To be able to retell a story. To be able to find key information in a text to answer questions. | <u>Structure of stories</u> To be able to apply our reading skills. To be able to plan an alternative plot. To be able to write a story with an alternative ending. To be able to write a story with an alternative ending. To be able to find key information in a text to answer questions. | <u>Structure of stories</u> To be able to use adverbs. To be able to use adverbs. To be able to use determiners 'a' and 'an'. To be able to identify and use direct speech. To be able to use conjunctions. To be able to find key information in a text to answer questions. |



| MATHS Refer to Maths Hub weekly Planning Article 29 & 31 | <u>Number</u> <u>Place Value</u> | <u>Number</u> <u>Place Value</u> | <u>Number</u> <u>Place Value</u> | <u>Number</u> <u>Addition and</u> <u>Subtraction</u> | <u>Number</u> <u>Addition and</u> <u>Subtraction</u> | <u>Number</u> <u>Addition and</u> <u>Subtraction</u> | <u>Number</u> <u>Addition and Subtraction</u> |
|--|---|--|---|--|--|--|--|
| | To represent numbers to 100 | To be able to partition numbers to 1,000 | To estimate numbers on a number line to 1,000 | To be able to apply number bonds within 10 | To be able to add 1s across a 10 | To add two numbers (no exchange) | To subtract two numbers (across a 100) |
| | To partition numbers to 100 | To use flexible partitioning of numbers to 1,000 | To compare numbers to 1,000 | To add and subtract 1s | To be able add 10s across a 100 | To subtract two numbers (no exchange) | To add 2-digit and 3-digit numbers |
| | To complete number lines to 100 | To understand hundreds, tens and ones | To order numbers to 1,000 | To add and subtract 10s | To be subtract 1s across a 10 | To add two numbers (across a 10) | To subtract a 2-digit number from a 3-digit number |
| | To understand hundreds | To find 1, 10 or 100 more or less Step 10 | To be able to count in 50s | To add and subtract 100s | To be able to subtract 10s across a 100 | To add two numbers (across a 100) | To find compliments to 100 |
| | To represent numbers to 1,000 | To be able to use number lines to 1,000 | One lesson per week to include active maths | To be able to spot patterns | To make connections | To subtract two numbers (across a 10) | To estimate answers and use inverse operations |
| | One lesson per week to include active maths | One lesson per week to include active maths | | One lesson per week to include active maths | One lesson per week to include active maths | One lesson per week to include active maths | One lesson per week to include active maths |



Light L1

To assess our understanding of Light.

Key questions: *Where does light come from?*

Explain the topic for this term. Provide pupils with the following:
Light title page
Light vocabulary-to discuss.
Complete KWL grid.
Share KWL grids and CT add to learning wall, in preparation for week 2.

Science
Refer to the Kent
Scheme of Work unit
plans

Article 29

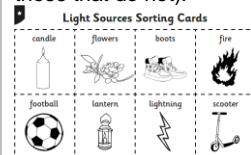
Light L2

To recognise that we need light in order to see things.

Key questions: *Why do we need light? Where does light come from? What sources of light do we know?*

Success Criteria: I can identify a range of light sources.
I can explain that dark is the absence of light.
I can explain that we need light to see things.
CT to discuss 'Light and dark' power point to slide 5 before recapping on the completed mind map/KWL grid from previous week.

TASK 1- from PPT slide 6 (in 4s – light source sorting game. 2 minutes to sort objects that give us light and those that do not).



Prepare to share views.

TASK 2

What's In the Bag?

Instructions: There are 5 bags around your classroom. It's dark inside the bags so you cannot see what is inside. Feel each bag and feel the object inside. Then write down what you think is inside the bag on the card below.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |
| | | | | |

TASK 3:



Light L3

To recognise that light from the sun can be dangerous.

Key questions: *Is the sun good or bad?*

Success Criteria: I can suggest ways we can protect our eyes.
I can explain the benefits and dangers of the sun.
I can explain about UV light and its dangers.

Discuss the 'Sun Safety' power point.



Use hero or villain sorting cards. Pupil's decide which category each statement falls into.

Continue discussing p. point and UV rays.
One group place card with an object on in the sun for a week to see the effects of UV rays.

Pupils to create a sun safety design for glasses and a hat and then create an advert for your design.

Sun Safety Design

Design your own sunglasses or hat to protect your eyes from the sun.

Design your own sunglasses or hat to protect your eyes from the sun.

Sun Safety Advert

Write a short advertisement for your sun safety design. Use the space below to draw and write.

Light L4

To recognise how shadows are formed.

Key question: *What is a shadow?*

Success Criteria: I understand that light passes through some materials and not others.

I know that shadows are formed when the light source is blocked by an opaque object.

<https://www.bbc.co.uk/bitesize/topics/z3nnb9q/articles/z9wm7yc>

Explore – Where can shadows be found?
Take the children on a 'shadow search' around the school.

Every time a shadow is discovered, encourage the children to indicate the light source/s and the object that is blocking the light from that source/s. Children could draw/ take photos of their finds along with an explanation as to how the shadow was created.

Show PPT.



Light and shadows and discuss opaque, transparent and translucent.
TASK: Pupils to sort items, materials, images into each category ready to discuss.



Light L5

To describe patterns in the way the size of shadows change.

Key Question: *How can we change the size of a shadow?*
SC: I can explain how a shadow is formed.
I can plan, set up and observe patterns in the way shadows change size.
I can explain the pattern I find.

Discuss 'Changing Shadows' PPT and clip. <https://www.youtube.com/watch?v=OGard5kTRWk>

Provide children with torches, ruler, meters sticks and objects to plan an investigation. 'How do shadows change, when the distance between the light source and the objects change?' Use the comic strip sheet to plan the steps. CT to discuss.

Comic Strip Planner

| Panel | Panel | Panel |
|-------|-------|-------|
| | | |
| | | |

Use the results sheet to record your findings.

Results and Patterns

Complete the table with your results as you carry out your investigation. Use the table to record your findings. Use the table to record your findings. Use the table to record your findings.

| Distance between light source and object | Size of the shadow |
|--|--------------------|
| 10cm | |
| 20cm | |
| 30cm | |
| 40cm | |
| 50cm | |



<https://www.bbc.co.uk/bitesize/clips/zkqw2hw>

Light L6

To notice that light is reflected from surfaces.

Key questions: *Which surfaces reflect light? What are reflective materials useful for?*

SC: I can identify reflective materials.
I can explain reflection.
I can select the most reflective material for purpose.
I can explain why mirrors are good reflectors.
CT discuss 'Reflective Surfaces' PPT.



Recap how light travels in straight lines.
Provide pupils with torches to test how light travels and reflects off an object.

Show clips on reflection and reflective materials. <https://www.bbc.co.uk/bitesize/topics/z3nnb9q/articles/zy34r2p>

<https://www.bbc.co.uk/programmes/p011mzj3>

Choosing a Material

Choose the material which is most reflective. Use the table to record your findings. Use the table to record your findings. Use the table to record your findings.

| Material | Reflective |
|-----------|------------|
| Aluminium | |
| Black | |
| Blue | |
| Green | |
| Red | |
| White | |

Pupils to design a reflective book bag by testing reflective materials.

Testing Reflective Materials

Choose the material which is most reflective. Use the table to record your findings. Use the table to record your findings. Use the table to record your findings.

| Material | Reflective |
|-----------|------------|
| Aluminium | |
| Black | |
| Blue | |
| Green | |
| Red | |
| White | |

L7

To understand the effects of deforestation. (Termly environmental lesson).

Key questions: *What is deforestation?*

SC: I can explain what deforestation is.
I can identify the effects of deforestation.
I can identify reasons why deforestation has increased in the Amazon Rainforest.

CT to hold a discussion on why plants and trees are so important, to determine what pupils already know.

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk>

Class debate activity.

Deforestation – For and Against Arguments

| For | Against |
|--|--|
| 1. It creates jobs and income for people living in the area. | 1. It destroys habitats and kills many animals. |
| 2. It provides wood for building and other uses. | 2. It causes climate change and global warming. |
| 3. It helps to improve the local economy. | 3. It leads to soil erosion and loss of fertile land. |
| 4. It provides a source of fuel for cooking and heating. | 4. It destroys ancient trees and their historical value. |
| 5. It helps to clear land for agriculture. | 5. It causes loss of biodiversity. |

Watch and discuss trees save the world clip. <https://www.youtube.com/watch?v=sziE8e18NAM>

CT go through key parts of effects on the Amazon Rainforest.

<https://www.bbc.co.uk/news/round/64186648>

TASK 2: CT to recap effects. Pupils add bullet points and/or images.

The Effects of Deforestation in the Amazon Rainforest



End of unit 'Light' assessment.



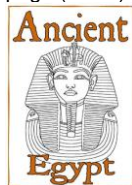
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Ancient Egypt L1

To establish what we already know about Ancient Egypt.

Key questions- What does the word ancient mean? Do you know anything about ancient Egypt?
SC: I can explain what ancient means. I am able to ask 2 questions about Ancient Egyptians.

TASK 1: Complete title page (EMW)



TASK 2: CT demonstrate how to complete KWL grid to establish what pupils know about Ancient Egypt.



Task 3: Pupils glue in Knowledge organiser in preparation to discuss vocabulary for the term.



CT to show clip. Add to new learning to KWL.
<https://www.youtube.com/watch?v=I2OPWSXMvcZ>

Ancient Egypt L2

Geography focus.
Where is Egypt?

Ancient Egypt L3

To understand when the ancient Egyptians lived.

Key questions- How far back in history were the Ancient Egyptians? What is a timeline?
SC: I can explain that The Ancient Egyptians were a civilisation dating back to around 30 centuries BC. I know that a timeline can be divided into BC and AD. I can explain what is meant by BC and AD. I can place key historical events in chronological order on a timeline.

CT to model ordering key events. Whole class task to join in.

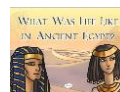


Did you know fact on each table. Children move in groups from table to table with post it notes reading the did you know facts and then things they wonder on post it notes. Collect these on flip chart paper at the front and talk about them. Think, pair share and record answers to key questions on white boards and then share as a class. Model finding information from Ancient Egypt books. Children to draw and label artefacts. Write down facts from Ancient Egypt books

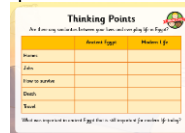
Ancient Egypt L4

To understand about life in Ancient Egypt.
Key questions- What was life like in Ancient Egypt?

SC: I can use secondary source evidence to explore and describe daily life in Ancient Egypt. I understand that there are different accounts of history. I can ask questions to find answers about the past. I can explain why the River Nile was essential for the survival of Ancient Egyptians. Show PPT and discuss to slide 12.



CT to provide images of daily life through secondary sources. Choose one and write about what is happening on PWB. Describe in detail what the picture shows. In groups, use the talking frame prompt sheet to ask each other questions.



Show PPT 2 facts about River Nile - slides 13 onwards. Follow Drought alert role play activity.



Ancient Egypt L5

To find out about Ancient Egypt from a range of artefacts.

Key questions: What are artefacts? Where do they come from and who finds them? Why are they useful when we are trying to find out what happened and how life was a long time ago?
SC: I can explain what an artefact is and why it used as evidence from the past. I can ask questions about the past. CT to show and discuss PPT from slide 9



Use Ancient Egypt artefacts photo pack to look at and discuss range of artefacts. What do these objects tell us about life in Ancient Egypt? Children to complete Ancient Egypt artefacts sheet (differentiated)



Ancient Egypt L6

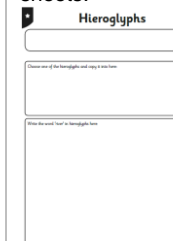
To understand why the Rosetta Stone is an important artefact.

Key questions: What is the Rosetta Stone? Who was the pharaoh?
SC: I can explain that The Rosetta stone was an important Egyptian artefact. I understand that hieroglyphics were important Egyptian writing found on the Rosetta Stone along with Greek writing. I can identify other examples where hieroglyphics were used. I can write using hieroglyphics. CT to discuss important details about the Rosetta Stone.
<https://www.bbc.co.uk/bitesize/topics/zq87xbn/articles/zvw3mfr>

CT to show and discuss PPT. TASK 1: Practise writing name in the cartouche using hieroglyphics prompt sheet. CT to model.



TASK 2: Differentiated hieroglyphics writing sheets.



Ancient Egypt L7

To know what happened when a pharaoh died.

Key questions- Who was the Pharaoh? What do you think happened when they died? What is a mummy?
SC: I know who a Pharaoh was. I can explain the key elements to the mummification process.

CT to show PPT.



As a class on flip paper, make notes as you watch the clip on mummification..

<https://www.bbc.co.uk/teach/class-clips-video/mummification-in-ancient-egypt/zdcrkmn>

CT to those children to role play some elements of the mummification process. TASK 1: Children to the sequence the events in their books.



TASK 2: continue PPT to complete task on Canopic jars.





GEOGRAPHY

Article 29

Ancient Egypt

To be able to use secondary sources to locate Egypt and UK in the world.

Key questions- What is a continent? Where are they? Where is the UK? Where is Egypt?

SC: I can explain what a continent is.
I can say which continent we live in.
I can say which continent Egypt is in.
I can use an atlas to locate the UK and Egypt.

TASK 1: Provide children with atlases, Discuss and build the world and the 7 continents. Use google Earth and atlases to show Earth, UK and Egypt. Pupils to label onto their maps.

CORE



HA in pairs for wall.



TASK 2: Pupils to locate and label key places in Egypt.



Ancient Egypt

To be able to identify key physical and human features of Egypt.

Key questions- What is a physical feature? What is a human feature?

SC: I can explain the difference between human and physical features.

I can identify human features in Ancient Egypt.
I can identify physical features in Ancient Egypt.

TASK 1: label key places in Ancient Egypt. Differentiated task.



CT to show PPT explaining human and physical features.


TASK 2: Show children some pictures/cue cards of different features of Egypt. As a table, work together to sort into correct categories.



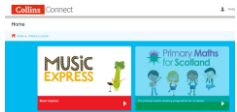


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| COMPUTING Article 16, 17 & 29 | <u>Digital Literacy Unplugged</u> LI: To understand why we use passwords. <u>Powerful Passwords</u> 'PURPLE MASH-on-line safety 3.2' L1 Safety in numbers. CT to show PPT for safe passwords. SC: I understand what makes a good password for the internet. I can explain the outcome of not keeping a password safe. I can understand and contribute to a class blog. To use search technologies effectively. To use technology safely and responsibly. Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. | <u>Information Technology</u> LI: To begin to understand efficient ways of locating information on the internet. (Login in to ipads, recapping passwords. Locate Swiggle search engine) SC: I understand what a search engine is. I can locate and use a safe search engine. I can use a search engine effectively to find information. Unit 3.4 | <u>Information Technology</u> LI: To be able to use a search engine efficiently. (Type in Garlinge School website. Children to use Pupil Area) SC: I understand what a search engine is. I can locate and use a safe search engine. I can use a search engine effectively to find information. I can successfully locate a website using a safe search engine. | <u>Information Technology</u> LI: To be able to use a search engine efficiently. (Finding facts about Ancient Egypt and make notes) SC: I understand what a search engine is. I can locate and use a safe search engine. I can use a search engine effectively to find information. I can successfully locate a website using a safe search engine. | <u>Information Technology</u> LI: To be able to use a search engine efficiently. (Finding facts about Ancient Egypt and make notes) SC: I understand what a search engine is. I can locate and use a safe search engine. I can use a search engine effectively to find information. I can successfully locate a website using a safe search engine. | <u>Information Technology</u> LI: To be able to use a search engine efficiently. (Finding facts about Ancient Egypt and make notes) SC: I understand what a search engine is. I can locate and use a safe search engine. I can use a search engine effectively to find information. I can successfully locate a website using a safe search engine. | <u>Information Technology</u> LI: To be able to use a search tool within a search engine efficiently. (Children to use Swiggle Images, learning how to copy an image from Swiggle images. SC: I understand what a search engine is. I can locate and use a safe search engine. I can use a search engine effectively to find information. I can successfully locate a website using a safe search engine. |
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| <p>ART & DESIGN</p> <p>Article 29</p> | <p><u>DIGITAL MEDIA</u> <u>To know how to use a camera.</u> SC: I can use a camera to take photographs.</p> <p>Tas support pairs to practise taking a profile picture of their partner.</p> | <p><u>DIGITAL MEDIA/DEVOPING and EXPLOING IDEAS.</u> <u>To use printed images from a digital camera and combine them with other media to produce artwork.</u> (Corridor display 15/9) and choose one for Gallery (13/9)</p>  <p>SC: I understand that a sketch book is used for different purposes.</p> <p>Using half their profile photograph, pupils follow instructions from the PPT to complete the remaining half of their profile.</p> | <p><u>DEVELOPING and EXPLORING IDEAS</u></p> <p>Hall display Yr3 school values- Yr 3 TEAMWORK (Due up by 22/9)</p> | <p>DT focus -Textiles <u>To annotate ideas for improving work (DT 2d shape to 3D design).</u></p> | <p><u>DRAWING</u> <u>To identify interesting aspects of objects.</u> <u>To draw close observations.</u> SC: I understand proportion and perspective.</p> <p>CT to provide artefacts. Children to sketch chosen artefact.</p> | <p><u>3D</u> DT focus-textiles <u>To show awareness of objects having a third dimension</u> SC: I know how to use equipment. I can join two parts successfully. I know that objects with more than one side are 3D.</p> | <p><u>3D</u> DT focus-textiles.</p> |
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| <p>DESIGN TECHNOLOGY</p> <p>Article 29</p> | | | | <p><u>TEXTILES</u> <u>2D shape to 3D project.</u></p> <p>To design and plan a sarcophagus. SC: I can generate realistic ideas through discussion. I can design a functional product fit for purpose. I can produce annotated sketches.</p> <p>CT to show PPT of a sarcophagus. Provide pupils with Design Technology project booklet.</p> | <p><u>TEXTILES</u> <u>2D shape to 3D project.</u></p> <p>To continue to design and plan a sarcophagus. SC: I know that a pattern or template is needed to assist cutting fabrics. I know that additional space is needed on patterns to join them accurately.</p> <p>CT to recap PPT of a sarcophagus. Complete planning and design stages in booklet. Provide children with 'My Final Design sheet.</p> | <p><u>TEXTILES</u> <u>2D shape to 3D project.</u></p> <p>To be able to turn a 2D shape into a 3D product. SC: I have planned the main stages of making. I can select and use arrange of appropriate tools for cutting and joining. I can select fabrics and fastenings according to functional strength. I understand how to securely join two materials together.</p> <p>CT to provide opportunity to explore materials. How can you cut, join or decorate the product? What happens if you bend, twist, fold it? Children may need to make adjustments to their final product. Children to make their product. Provide nets for those requiring support.</p> | <p><u>TEXTILES</u> <u>2D shape to 3D project.</u></p> <p>To be able to evaluate 2D to 3D products SC: I can strengthen and reinforce product. I can test product against original design criteria. I know that a pattern or template is needed.</p> <p>Children to complete pages 11-12 of Deign Technology booklet.</p> |
| <p>MUSIC</p> <p>Refer to Music Express Scheme of work for lesson plans.</p> <p>Article 29</p> | <p><u>Music Express – Poetry.</u></p> <p>L.I. To be able to enhance and extend the performance of a poem using vocal patterns MUSIC EXPRESS</p>  <p>https://connect.collins.co.uk/school/Primary/PrimaryDashboard.aspx</p> | <p><u>Music Express – Poetry.</u></p> <p>L.I. To create a piece of 'playground music' out of layered vocal patterns as part of a performance piece MUSIC EXPRESS</p> | <p><u>Music Express – Poetry.</u></p> <p>L.I. To explore contrasting moods and effects as part of a performance. MUSIC EXPRESS</p> | <p><u>Music Express – Poetry.</u></p> <p>L.I. To explore contrasting moods and effects as part of a performance. MUSIC EXPRESS</p> | <p><u>Music Express – Poetry.</u></p> <p>L.I To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece MUSIC EXPRESS</p> | <p><u>Music Express – Poetry.</u></p> <p>L.I To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece MUSIC EXPRESS</p> | <p><u>Music Express – Poetry.</u></p> <p>L.I. To review our learning on poetry by creating our own performance.</p> |



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| <p>PE Refer to PE plans on system.</p> <p>Article 23, 24, 27, 29 & 31</p> | <p>Class PE – OOA Teambuilding skills.</p> <p>L.I: To be able to identify good teamwork skills</p> <p>PPA PE – Infant Agility/Athletics.</p> | <p>Class PE – OOA Teambuilding skills.</p> <p>L.I: To be able to identify good teamwork skills</p> <p>PPA PE – Infant Agility/Athletics.</p> | <p>Class PE – OOA Teambuilding skills.</p> <p>L.I: To be able to identify good teamwork skills</p> <p>PPA PE – Infant Agility/Athletics.</p> | <p>Class PE – OOA Teambuilding skills.</p> <p>L.I: To be able to demonstrate teamwork behaviour</p> <p>PPA PE – Infant Agility/Athletics.</p> | <p>Class PE – OOA Teambuilding skills.</p> <p>L.I: To be able to demonstrate teamwork behaviour</p> <p>PPA PE – Infant Agility/Athletics.</p> | <p>Class PE – OOA Teambuilding skills.</p> <p>L.I: To use teamwork behaviour to be successful in challenges</p> <p>PPA PE – Infant Agility/Athletics.</p> | <p>Class PE – OOA Teambuilding skills.</p> <p>L.I: To use teamwork behaviour to be successful in challenges</p> <p>PPA PE – Infant Agility/Athletics.</p> |
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| <p>RE Refer to Key Question Scheme of work for lesson plans</p> <p>Article 2, 12, 14, 29 & 30</p> | <p>Why is the Bible important to Christians today?</p> <p>L.I. To understand how Christians use wisdom from the Bible.</p> <p>Discuss what wisdom is and who gives the children guidance in their lives. Discuss what makes the bible special.</p> <p>Tell the pupils that books like the Bible (for Christians) are used to make sense of life and to help people with what matters most. The Bible teaches the Christians about God, safety, love, life, family and so on.</p> <p>Create a class book of wise words.</p> | <p>Why is the Bible important to Christians today?</p> <p>L.I. To understand how the bible is put together and why it is popular.</p> <p>Look at some different types of Christian holy books i.e. complete bible, bible storybook, children's bible. Discuss what they notice.</p> <p>Show children bible powerpoint and go through importance of the bible.</p> <p>Complete bible worksheet.</p> | <p>Why is the Bible important to Christians today?</p> <p>L.I. To understand what the bible teaches people about God, life and the universe.</p> <p>Discuss what the picture the bible paints about God.</p> <p>Introduce this list of Biblical ideas which compare God with things we know and understand, asking the class: is God like...</p> <p>A father, a mother, a rock, a tree, a light, a puzzle, a bridge, a deep sea, a sunrise, the sky, the stars, a maker, a baby, a circle, the wind, a flaming fire, someone to hold your hand, a feeling of a warm heart, a doctor, a golden ring, a rescuer (e.g. a lifeboat worker), a cleaner, a dove.</p> <p>Pick 5 of these things and write them onto some flipchart paper.</p> <p>First, they can write any idea on any sheet of paper about how or why God is like this thing. Ask every pupil to do at least 5 ideas. Second, they can write 3 questions onto the papers, about what other pupils have said.</p> | <p>Why is the Bible important to Christians today?</p> <p>L.I. To discuss how the Bible can help people if they are tempted to do something wrong.</p> <p>Discuss what temptation is and what we get tempted by.</p> <p>Discuss how God can help when people are tempted.</p> <p>Discuss which bible stories talk about temptation: Adam and Eve,</p> <p>Children to write 3 sentence long prayer for when they need help when tempted to do something wrong.</p> | <p>Why is the Bible important to Christians today?</p> <p>L.I. To understand how Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?</p> <p>Focus the story of creation. Discuss it as a class focusing on why Christians and Jews love telling the story.</p> <p>In groups children to create a short drama piece creating movements for each day of creation.</p> | <p>Why is the Bible important to Christians today?</p> <p>L.I. To understand the main ways Christians use the Bible.</p> <p>Discuss what we have learnt so far over this unit and create a mind map about why the bible is important and how Christians use it.</p> | <p>Why is the Bible important to Christians today?</p> <p>L.I. To review what we have learnt.</p> <p>Discuss the main things we have learnt in this unit of work.</p> <ul style="list-style-type: none">• Do children think the bible is important?• How is the bible used?• Can the bible help us in everyday life? |
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| | <u>Living in the Wider World- L1</u> | <u>Living in the Wider World- L2</u> | <u>Living in the Wider World- L3</u> | <u>Living in the Wider World- L4</u> | <u>Living in the Wider World- L5</u> | <u>Living in the Wider World- L6</u> | <u>Living in the Wider World-</u> |
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| <p>PSHCE</p> <p>Article 9, 12, 24, 25, 27, 29 & 30</p> | <p>L.I To discuss and debate issues concerning health and well-being.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is important for people's health and well-being? • What helps people/what doesn't help people? | <p>L.I To understand ways in which rules and laws keep people safe.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do we have rules (in school / at home / at the swimming pool)? • Why are there laws? • What could happen if people don't follow the rules / laws? • What rules are important for us in different places (e.g. in class / on the football pitch / on the roads)? | <p>L.I: To understand everyone has human rights.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is a basic human right? • Why are human rights important? • Why do children have special human rights? | <p>L.I: To know about the UN declaration of human rights.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is a basic human right? • Why are human rights important? • Why do children have special human rights? | <p>L.I: To understand what antisocial behaviour is and how it can affect people.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What behaviours could be called anti-social? • What could someone do if they think this type of behaviour is happening? | <p>L.I: To learn about their responsibilities, rights and duties (home, school and the environment)</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How, at home or school, are we increasingly responsible for ourselves? • How do we feel about our responsibilities? • How should people behave about their rights and responsibilities? | <p>L.I: To learn about resolving issues- agreeing and disagreeing.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do people always think the same as each other? • Do good friends always think the same about things? • How does it feel when someone disagrees with us? • How can people show they are still friends even though they have different views on something? • If we disagree with someone, does it mean that we don't like them? <p>L.I To be able to revise what we have learnt about living in the wider world.</p> |
| <p>PMFL</p> <p>Article 29</p> | <p>Salut Core unit 1 Lesson 1</p> <p>L.I: To be able to say Hello</p> | <p>Salut Core unit 1 Lesson 2</p> <p>L.I: to be able to ask how you are</p> | <p>Salut Core unit 1 Lesson 3</p> <p>L.I: To be able to ask your name</p> | <p>Salut Core unit 1 Lesson 4</p> <p>L.I: To be able to talk about age</p> | <p>Salut Core unit 1 Lesson 5</p> <p>L.I: To be able to talk about my family</p> | <p>Salut Core unit 1 Lesson 6</p> <p>L.I: To be able to talk about my fantastic family</p> | <p>Salut Core unit 1 Review learning</p> <p>L.I: To be able to talk about my fantastic family</p> |

LOT to be indicated on Planning
 RRSA to be indicated on planning with articles
 ECO to be indicated on planning