**LINGDALE PRIMARY SCHOOL**

**YEAR 3 & 4 CURRICULUM OVERVIEW 2018 – 2019**

## AUTUMN TERM – Stone Age

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| **Science** | **Year 3 - Rocks**<br>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br>Describe in simple terms how fossils are formed when things that have lived are trapped within rock<br>Recognise that soils are made from rocks and organic matter.<br><br>*Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.*<br>*Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.* | **Year 4 - States of Matter**<br>Compare and group materials together, according to whether they are solids, liquids or gases<br>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.<br><br>*Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.*<br>***Note:** Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.* |

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| **Computing** | **Year 3 - Word processing:**<br>I can use cut, copy and paste to reorder content<br>I can use and resize graphics within my work<br>I can use spell check to aid my writing<br>**Presentations:**<br>I can type text and insert images onto pages<br>I can add text effects and move items around to find the best layout<br>**Programming:**<br>I can reorder a sequence of instructions to perform a given task<br>I can refine a program by using the repeat command<br>**Simulations:**<br>I can explain how to control a simulation<br>I can explain how a simulation is and isn't realistic | **Year 4 - Word processing:**<br>I can use different layouts and effects (such as text box, columns, tables, justification, borders, background colour) to refine and improve my work<br>**Presentations:**<br>I can add a background colour to improve my work<br>I can add slide transitions and animation effects<br>**Programming:**<br>I can test existing programs<br>to see how they could be improved<br>I can create a procedure (group<br>of commands) to do a specific task<br>I can sequence commands to create a program with a purpose using inputs |
| **Art and Design** | **To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, paint and clay)**<br>***Stone Age Jewellery***<br>*Use different materials to create necklace and bracelets in a stone age style*<br>***Painting***<br>*Create 'cave paintings' of hands using speckling; create cave paintings of prehistoric animals using chalk and/or charcoal* | |
| **Music** | **Investigate how people from the Stone Age made music**<br>**Compose a piece of music that suggests the different stages of visiting a cave – Stone Age Boy** | |
| **Religious Education** | **Hinduism**<br>What do Hindus believe about God?<br>How and why do Hindus worship at home and in the mandir?<br>How and why do Hindus celebrate Divali? | **Christianity**<br>Why do religions have rules?<br>Why is Advent important to Christians?<br>How do Christians celebrate Christmas today? |

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| **Design and Technology** | **Structures – Stone Henge/shelters**<br>**Design**<br>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>**Make**<br>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br>**Evaluate**<br>Investigate and analyse a range of existing products<br>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world<br>**Technical knowledge**<br>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br><br>***Design and make a shelter to protect a Stone Age person/ family. Choose appropriate materials. Evaluate effectiveness of shelter based on the following criteria – protection from wind, protection from rain, protection from wild animals. How could the design be improved?***<br>***Create Stone Henge from biscuits – how do the stones remain still? What supports them? How can they be reinforced?*** |
| **Geography** | **Locational knowledge**<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their major cities and vegetation<br>Name and locate counties and cities of the United Kingdom<br>Link to Skara Brae – what would be a good settlement identifying land types.<br><br>Describe and understand key aspects of physical geography including rivers and the water cycle |
| **History** | **Changes in Britain from the Stone Age to the Iron Age**<br>Iron Age hill forts; tribal kingdoms; farming, art and culture<br>**Visit to Danelaw – Interactive Stone Age village**<br><br>How prehistory has impacted on more modern times<br>Understanding how sources support what we know about history? How do we know they are accurate? |

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| **PE** | **Ball Skills – Invasion Games**<br>**Y3**<br>Throwing/ catching to a partner<br>Be able to move with the ball effectively<br>**Y4**<br>Fluency/ accuracy in throwing and catching<br>Use and adapt tactics to different situations<br>Develop understanding of rules and explain to others | **Dance**<br>**Y3**<br>Imaginative responses to stimuli (ptnr/ small grp)<br>Perform with expression and awareness of others<br>Use of expressive language<br>**Y4**<br>Develop and vary actions used<br>Change in pathways, levels, on the spot travelling | **Gymnastics**<br>**Y3**<br>Explore use of floor /mats/ apparatus<br>Use shape/ balance and travel<br>Show control accuracy and fluency<br>**Y4**<br>Use compositional devices when creating sequences | **Health and Fitness**<br>**Y3**<br>Explore warm up and cool down- identify when body is warm<br>Strength/ suppleness<br>Teach activities for sustained activity- e.g. skipping<br>**Y4**<br>Know why warming up is important<br>Recognise how physical activity affects our bodies |
| **French** | **Year 3 (Catherine Cheater Scheme – 3)**<br>**Numbers 0-6**<br>zéro, un, deux, trois, quatre, cinq, six<br>**Greetings**<br>Bonjour! Bonjour + name<br>Bonjour, monsieur / madame / mademoiselle<br>Comment t'appelles-tu?<br>Joyeux Noël !<br>**Classroom phrases e.g.**<br>asseyez-vous, asseyez-vous correctement, croisez les bras, écoutez, levez-vous, montrez-moi, regardez, taisez-vous, touchez<br>**Adjectives e.g.**<br>bleu, gris, jaune, rouge, vert<br>**Vocabulary for spelling skills**<br>Comment ça s'écrit?<br>some alphabet letters<br>**Vocabulary for sentence building**<br>Voici, et, un bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin | | **Year 4 (Catherine Cheater Scheme – 4)**<br>**Questions, answers and sentence building e.g.**<br>Qui est-ce?<br>C'est + name<br>Ce n'est pas + name<br>Dans le sac, il y a… et...<br>**Further adjectives e.g.**<br>blanc, brun, noir, orange, rose<br>**Vocabulary for a game**<br>Coin! Coin!<br>Encore!<br>**Masculine nouns e.g.**<br>un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet<br>**Feminine nouns e.g.**<br>une abeille, une araignée, une baleine, une chenille, une grenouille,une libellule, une panthère, une perruche, une poule, une souris | |

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| **PSHCE** | Promote the fundamental British values of democracyinclude in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;<br>• ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;<br>• use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view<br><br>Working as a team<br>Verbal and non-verbal communication |

## SPRING TERM – Rainforests and biomes

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| **Science** | **Year 3 - Animals including Humans**<br>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat<br>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br><br>*Chn should be introduced to the main body parts associated with the skeleton and muscles, finding out which body parts have special functions*<br>*Chn could work scientifically by identifying and grouping animals with and without skeletons and observing and comparing their movement. They could explore ideas about what would happen if humans did not have skeletons.*<br><br>**Plants**<br>Identify and describe the functions of different parts of flowering plants- roots, stem/ trunk, leaves and flowers<br>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant<br>Investigate the way in which water is transported within plants<br>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br><br>*Chn understand the functions of each part of a plant.*<br>*Chn could work scientifically by comparing effect of different factors on plant growth (e.g. amount of light)*<br>*Chn could look for pattern in the structure of fruits that relate to how the seeds are dispersed*<br>*Chn could observe how water is transported in plants by putting cut white carnations into coloured water and observing how the colour travels up the stem to the flowers* | **Year 4 - Animals including Humans**<br>Describe the simple functions of the basic parts of the digestive system in humans<br>Identify the different types of teeth in humans and their simple functions<br>Construct and interpret a variety of food chains, identifying producers, predators and prey.<br><br>*Chn need to know the names of the main body parts associated with digestive system and their functions (mouth, tongue, teeth, oesophagus, stomach, intestine)*<br>*Chn could work scientifically by comparing teeth of carnivores and herbivores, suggesting reasons for differences*<br><br>**Living Things and their Habitats**<br>Recognise that living things can be grouped in a variety of ways<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>Recognise that environments can change and that this can sometimes pose dangers to living things.<br><br>*Chn need to understand how local environment changes throughout the year (seasons) and why*<br>*Chn need to develop own ways of classifying living things (e.g. flowering and nonflowering plants/ vertebrates and invertebrates etc)*<br>*Chn cauld subdivide each group into more precise group headings such as amphibians, reptiles, mammals etc*<br>*Chn could explore how humans have impacted on an environment (e.g. deforestation in Amazon rainforest/ urbanisation/ litter/ conservation areas etc)* |

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| **Computing** | **Year 3 - Databases:**<br>I can create a branching database to sort and organise items<br>I can filter and sort records in a database to answer questions<br>**Creating images:**<br>I can zoom in to help paint a realistic picture | **Year 4 - Graphs:**<br>I can present data in a graph, selecting the most appropriate layout<br>I understand the difference between discrete and continuous data<br>I can answer questions relating to graphs, and pose my own questions<br>I can use my graph in a document / presentation to share findings with others<br>**Spreadsheets:**<br>I can add text and numbers to spreadsheet cells<br>I can add simple formulae: +-*/<br>I can change the appearance of cells, e.g. size, borders and colours<br>I can copy and paste formulae within a spreadsheet<br>**Creating images:**<br>I can group, copy and move shapes within a picture<br>I can order shapes / images by sending them to the back / front<br>**Photography:**<br>I can crop and / or rotate an image where needed<br>I can adjust the colours on a photo |
| **Art and Design** | **Observational Drawing – Plants**<br>To improve their mastery of art and design techniques**,** including drawing, painting with a range of materials (for example, pencil, charcoal and paint)<br>**Making negatives – Plants**<br>To improve their mastery of art and design techniques**,** including drawing, painting and sculpture with a range of materials (for example recording pattern and shape using photographs and negatives)<br><br>***Look at different leaves and their shapes, the patterns on each of them and their colours.***<br>***Take photographs of different leaves and edit using different tools in Microsoft Word.***<br>***Create collage of images of leaves- same leaf using different techniques- same technique but different leaves*** | |
| **Music** | | |
| **Religious Education** | **Christianity/ faith**<br>What do miracles tell us about who Jesus was?<br>How and why do religious people pray? | **Christianity – Easter**<br>What do Christians remember on Palm Sunday?<br>Why is Lent such an important time for Christians? |

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| **Design and Technology** | **Cooking and Nutrition**<br>Understand and apply the principles of a healthy and varied diet.<br>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.<br><br>Design clothing to survive the varying range of weather in the rainforest. | | | |
| **Geography** | **Place Knowledge**<br>Understand geographical similarities and differences through the study of human and physical geography in South America – ***AMAZON RAINFOREST and BRAZIL***<br>**Locational knowledge**<br>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)<br>**Human and Physical Geography**<br>Describe and understand the key aspects of physical geography including: biomes and vegetation belts<br>**Geographical skills and fieldwork**<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | |
| **History** | N/A this term | | | |
| **PE** | | **Ball Skills – Net Games**<br>**Y3**<br>Control and consistency<br>Body position to receive ball<br>Vary speed and direction of ball<br>**Y4**<br>Exploiting space away from opposition<br>Vary speed, height and direction of ball<br>Develop anticipation skills and adjusting own body position | **Gymnastics**<br>**Y3**<br>Devise and perform sequence with clear beginning, middle and end (solo/ pair)<br>Adapt to include different levels, speeds and directions<br>**Y4**<br>Use compositional devices when creating sequences | |

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| **French** | **Year 3 (Catherine Cheater Scheme – 3)**<br>**Numbers 7-10**<br>sept, huit, neuf, dix<br>**Phrase of celebration**<br>Bonne Année !<br>**Vocabulary for spelling skills**<br>consonne, voyelle<br>more alphabet letters<br>**Verbs e.g.**<br>Courez, marchez, marchez sur la pointe des pieds, sautez<br>**Adverbs e.g.**<br>Lentement, vite<br>**Asking politely**<br>s'il te plaît, merci, voilà<br>**Masculine and feminine nouns e.g.**<br>Qu'est-ce que c'est?<br>un pinceau, un feutre, un crayon, un stylo, une gomme, une règle<br>**Punctuation e.g.**<br>Virgule, point | **Year 4 (Catherine Cheater Scheme – 4)**<br>**Adjectives that precede the noun e.g.**<br>Petit, grand<br>**Sentence starters e.g.**<br>Chez moi<br>Dans ma chambre<br>Dans mon placard<br>**Verbs e.g.**<br>danser, sauter, voler, nager<br>**Punctuation e.g.**<br>Point d'exclamation<br>Point d'interrogation<br>**Months**<br>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre<br>ce mois-ci, c'est…<br>le mois dernier, c'était…<br>le mois prochain, ce sera…<br><br>**Definite article**<br>le, la l', les |
| **PSHCE** | Mental Health in school/at home – https://www.mentallyhealthyschools.org.uk/<br>, the rule of law, individual liberty, | |

## SUMMER TERM – Natural disasters

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| **Science** | **Year 3 - Light**<br>Recognise that they need light in order to see things and that dark is the absence of light<br>Notice that light is reflected from surfaces<br>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>Recognise that shadows are formed when the light from a light source is blocked by a solid object<br>Find patterns in the way that the size of shadows changes.<br>*Chn should explore what happens when light reflects off a mirror or other reflective surface*<br>*Chn should consider why we need to protect our eyes from bright lights*<br>*Chn should look at shapes made by shadows and what causes them to change*<br>*Chn could work scientifically by looking what happens when a light source moves or distance between light source and object changes.*<br><br>**Forces and Magnets**<br>Compare how things move on different surfaces<br>Notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>Observe how magnets attract or repel each other and attract some materials and not others<br>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<br>Describe magnets as having two poles<br>Predict whether two magnets will attract or repel each other, depending on which poles are facing.<br>*Chn should observe that magnetic forces work even when not touching*<br>*Chn could explore everyday uses of magnets*<br>*Chn could work scientifically by comparing strengths of different magnets and finding a fair way to test them*<br>*Chn could look for patterns in the way that magnets behave in relation to each other (attraction/ repel)* | **Year 4 - Electricity**<br>Identify common appliances that run on electricity<br>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>Recognise some common conductors and insulators, and associate metals with being good conductors.<br>*Chn should construct simple series circuits using different components such as bulbs, buzzers and motors and switches*<br>*Chn should be able to draw circuit as pictorial representation (conventional symbols are not introduced until Y6!)*<br>*Chn could work scientifically by observing patterns (e.g. what happens when more cells are added, that metals are better conductors than other materials)*<br><br>**Sound**<br>Identify how sounds are made, associating some of them with something vibrating<br>Recognise that vibrations from sounds travel through a medium to the ear<br>Find patterns between the pitch of a sound and features of the object that produced it<br>Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>Recognise that sounds get fainter as the distance from the sound source increases.<br>*Chn could explore how sounds are made by different musical instruments and how the pitch/ volume can be altered*<br>*Chn could work scientifically by finding patterns in sounds made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.*<br>*Chn could investigate what materials make good insulators against sound* |

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| **Computing** | **Year 3 - Online collaboration:**<br>I can send and reply to online messages such as email<br>I can add and open attachments<br>I know not to open messages and attachments from strangers<br>**Video:**<br>I can zoom in and out on subjects appropriately<br>I can download the video files from the video camera<br>I can combine video clips to create a video<br>**Audio:**<br>I can re-record an audio recording to improve clarity<br>I can download and save a recording | **Year 4 - Online collaboration:**<br>I know what spam is, and how to deal with it<br>I know how and why to keep my personal information private<br>**Animation:**<br>I can plan an animation using a storyboard<br>I can shoot frames to combine into an animation<br>I can edit an animation to improve it / make it more realistic<br>I can put sounds over an animation<br>I can add titles and photos into an animation<br>I can plan and create an animation for a given purpose<br>I can combine an animation with other software<br>**Audio:**<br>I can edit an audio recording for a purpose<br>I can add an audio recording other software |
| **Art and Design** | N/A this term | |
| **Music** | | |
| **Religious Education** | **Beliefs and Worship**<br>Why are holy books important?<br>What can we learn about symbols and beliefs from visiting religious buildings? | **Stories and community**<br>How do Jesus' parables help Christians live their lives?<br>What do religions say about the environment? |

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| **Design and Technology** | **Design:**<br>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>**Make:**<br>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br>**Evaluate:**<br>Investigate and analyse a range of existing products<br>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]<br>**Technical Knowledge**<br>Understand and use mechanical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)<br><br>Creating functional volcanoes<br>Make a cyclone in a bottle |
| **Geography** | **Rivers**<br>**Locational Knowledge**<br>understand how some of these aspects have changed over time<br>**Geographical skills and fieldwork**<br>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.<br>Identify where extreme weather occurs<br>Producing weather reports (link with computing – video and audio) |
| **History** | N/A this term |

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| **French** | **Year 3 (Catherine Cheater Scheme – 3)**<br>**Numbers 11-31**<br>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, trente et un<br>**Vocabulary from a song**<br>un tee-shirt, un pantalon, un pull, un chapeau, je mets<br>**Responding to questions**<br>oui, non<br>**Days of the week**<br>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche<br>aujourd'hui, c'est …<br>hier, c'était …<br>demain, ce sera…<br>**Taking the register**<br>présent, présente<br>**Punctuation e.g.**<br>ouvrez les guillemets<br>fermez les guillemets | **Year 4 (Catherine Cheater Scheme – 4)**<br>**Vocabulary from a song**<br>une culotte, une chemise, une veste, des lunettes<br>Que fais-tu?<br>**Questions and answers e.g.**<br>Combien de cochons y a-t-il ?<br>Il y a cinq cochons<br>Quelle est la date aujourd'hui?<br>C'est le + date.<br>Qui + verb<br>**Phrases of celebration / greeting e.g.**<br>Bonnes vacances !<br>Joyeux anniversaire !<br>Bon anniversaire !<br>**Towns in France e.g.**<br>Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours. |

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| **PE** | **Athletics**<br>**Y3**<br>Sustain pace over long distances (jog/ run)<br>Throw with greater control (range of throwing actions)<br>Jump- control and consistency of take off/ landing<br>**Y4**<br>Understand differences in running/ sprinting over longer distances<br>Throw with power and accuracy for distance<br>Jump from standing position for distance | **Ball Skills – Fielding and Striking**<br>**Y3**<br>Increased control<br>Strike ball with intent<br>Intercept the ball and sometimes catch<br>Throwing accurately<br>**Y4**<br>Adjusting/placing striking action<br>Working with others- fielding positions<br>Bowling accurately and varying speed | **Athletics**<br>**Y3**<br>Organise themselves in small groups<br>Turn taking/ roles<br>Understand and take part in relay take overs<br>**Y4**<br>Paralympics cluster competition | **Outdoor and Adventurous Activities**<br>**Y4**<br>Communicate effectively in pairs/ small groups<br>Solve problems including simple orienteering<br>Evaluate performance and modify if reqd<br>**Y4**<br>Follow simple plans and maps on school site<br>Work in small groups on challenges<br>Team building activities |
| **PSHCE** | mutual respect and tolerance of those with different faiths and beliefs | | | |

**KS2 EXEMPLAR LONG-TERM PLAN**

**Based on Christianity, Buddhism and Hinduism/ Sikhism (core) and Islam (supplementary)**

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| **Year Three** | What do Hindus believe about God?<br>*(Belief, 8 weeks)*<br><br>How and why do Hindus worship at home and in the Mandir?<br>*(Worship, Impact of Faith, 4 weeks)*<br><br>**Christmas**<br>Why is Advent important to Christians?<br>*(Worship, Teachings/ Authority, Belief, 3 weeks)* | What do miracles tell us about who Jesus was?<br>*(Belief, Teachings/ Authority, 7-8 weeks)*<br><br>**Easter**<br>What do Christians remember on Palm Sunday?<br>*( Belief, Teachings/ Authority, Worship, 3 weeks)* | Why are holy books important?<br>*( Belief, Teachings/ Authority, Worship, 6 weeks)*<br><br>How do Jesus' parables help Christians live their lives?<br>*( Teachings/ Authority, Impact of Faith, 6 weeks)* |
| **Year Four** | Why do religions have rules?<br>*(Teachings/ Authority, Impact of Faith, 5-6 weeks)*<br><br>How and why do Hindus (or Sikhs) celebrate Divali?<br>*(Teachings/ Authority, Worship, 5-6 weeks)*<br><br>**Christmas**<br>How do Christians celebrate Christmas today?<br>*(Worship, Belief, 3 weeks)* | How and why do religious people pray?<br>*(Worship, Belief, 6 weeks)*<br><br>**Easter**<br>Why is Lent such an important time for Christians?<br>*(Belief, Worship, Teachings/ Authority, 3 weeks)* | What can we learn about symbols and beliefs from visiting religious buildings?<br>*(Belief, Worship, 6 weeks)*<br><br>What do religions say about the environment?<br>*(Belief, Teachings/Authority, Impact of faith, 5-6 weeks)* |