

# Curriculum Termly Plan

## Year 3 Autumn Term 23/24



| Topic name                            | Explorers  |  |  |
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| Starting Point                        | Flight to the recently discovered island of Micronesia in the Pacific Island. Role-play in hall. Show video of each stage of flight. Discussions about different aspects i.e. what we think it will be like. How long it will take etc.  |  |  |
| Finale                                | Seesaw presentation of work- Children to make a video presenting their island to show parents. Assembly in school (December)   |  |  |
| Visit / visitor / outdoor experiences | Zoolab – Exotic animals brought in for the children to touch and see. Beetles, snakes, spider etc.   |  |  |
| Key Texts                             | Non-fiction Books – Plants and Islands<br>Minpins – Roald Dahl<br>Poetry   |  |  |
| Writing Opportunities                 | Narrative – Character or Setting Description<br>Narrative- Journey tale based on travelling to island<br>Non-Chronological Report – Islands<br>Recount - Diary- Minpins<br>Narrative- Minpins  |  |  |
|                                       | Skills   | Knowledge  | Vocabulary   |
| Science                               | <b>Parts of Plants:</b><br>-Use different ideas and suggest how to find something out.<br><br>-Plan a fair test and explain why it was fair.<br>-Set up a simple fair test to make comparisons.<br>-Measure using different equipment and units of measure.<br>-Record their observations in different ways.<br>-Describe what they have found using scientific words.<br>-Make accurate measurements using standard | <b>Parts of Plants:</b><br>-Identify and describe the functions of different parts of plants – roots, stem, leaves and flowers.<br><br><b>Deepening:</b> classify a range of common features according to many criteria (environment found, size, climate required etc.)<br><b>Light and Shadow:</b><br>-Explain the difference between transparent, translucent and opaque. | <b>Parts of Plants:</b><br>flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, material, photosynthesis, chlorophyll, roots, stem, leaves, soil, seed dispersal, pollination, pollen, flowering, bud, petal, water, nutrients, sap, dehydration, wilt<br><br><b>Light and Shadow:</b><br>Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, |

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|  | <p>units.</p> <ul style="list-style-type: none"> <li>-Explain what they have found out and use their measurements to say whether it helps to answer their question.</li> <li>-Use a range of equipment (including a data-logger) in a simple test.</li> <li>-Suggest how to improve their work if they did it again.</li> <li>-Use their findings to draw a simple conclusion.</li> </ul> <p><b><u>Light and Shadow:</u></b></p> <ul style="list-style-type: none"> <li>-Use different ideas and suggest how to find something out.</li> <li>-Make and record a prediction before testing.</li> <li>-Plan a fair test and explain why it was fair.</li> <li>-Set up a simple fair test to make comparisons.</li> <li>-Measure using different equipment and units of measure.</li> <li>-Record their observations in different ways.</li> <li>-Explain what they have found out and use their measurements to say whether it helps to answer their question.</li> <li>-Use a range of equipment (including a data-logger) in a simple test.</li> </ul> <p><b>-Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.</b></p> <p><b>-Explain their findings in different ways.</b></p> | <ul style="list-style-type: none"> <li>-Compare the brightness and colour of lights.</li> <li>-Explain how bulbs work in an electrical circuit.</li> <li>-Explain how shadows are formed.</li> <li>-Recognise they need light to see things and that dark is the absence of light.</li> <li>-Notice that light is reflected from surfaces.</li> <li>-Recognise that light from the sun can be dangerous and there are ways to protect eyes.</li> </ul> <p><b><u>Deepening:</u></b></p> <ul style="list-style-type: none"> <li>-Explain why their shadow changes when the light source is moved closer or further from the object.</li> </ul> | <p>straight, opaque, shadow, block, transparent, translucent, brightness, colour, light, dimmer, eyes, retina, pupil, iris, lens, reflection, absorb, cast, sunligh</p> |
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|                  | <p><b>-Use their findings to draw a simple conclusion.</b></p> <p><b>-Suggest improvements and predictions for further tests.</b></p>  |   |  |
| <b>Computing</b> | <p><i>Within each unit many of the skills and knowledge are repeated throughout the year. For full details please refer to the Progression Map.</i></p>  |   |  |
|                  | <p><b>Computing systems and networks</b><br/><b>Unit 3.1 – Connecting computers</b></p> <p>Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p>-To explain how digital devices function</p> <p>-To identify input and output devices</p> <p>-To recognise how digital devices can change the way we work</p> <p>-To explain how a computer network can be used to share information</p> <p>-To explore how digital devices can be connected</p> <p>-To recognise the physical components of a network</p> | <p>digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets</p>                            |
|                  | <p><b>Creating media</b><br/><b>Unit 3.2 – Stop-frame animation</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>  | <p>-To explain that animation is a sequence of drawings or photographs</p> <p>-To relate animated movement with a sequence of images</p> <p>-To plan an animation</p> <p>-To identify the need to work consistently and carefully</p> <p>-To review and improve an animation</p>  | <p>animation, flip book, stop-frame, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.</p> |

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|   | identify a range of ways to report concerns about content and contact.  | -To evaluate the impact of adding other media to an animation  |   |
| <b>Computing:</b><br>Internet<br>Safety | <b>Developing online safety guidelines</b><br><b>Unit 3.1 - We are Year 3 rule writers</b><br>Reviewing and editing our online safety rules.<br>Children review, discuss and edit the online safety rules they created in Year 2. Children then recall their learning from the previous year's online safety lessons and then review different online safety scenarios to decide the best responses to online safety incidents.             | Consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules.<br>Consider what new strategies they can apply to online safety scenarios, such as calling Childline.<br>Review and edit their online safety guidelines.<br>Develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.  | Vocabulary listed introduced in year shown. Revisited in subsequent years   |
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|   |   |  | public, private, online, search, share, trust, password, username,  |
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|   |   |  | e-safety, cyberbullying, identity, online identity, personal information, block, report, content, digital citizen,      |
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|   |   |  | belief/opinion/fact, social media, reliable, source, password, PEGI,  |
|   | <b>Social and emotional wellbeing and developing resilience</b><br><b>Unit 3.2 - We are digital friends</b><br>Developing an awareness of online bullying.<br>Children watch a series of short clips around online bullying and examine the role of each person involved. They then discuss the consequences of the action on the victim and perpetrator. Finally, they will review anti-bullying slogans.                                  | Begin to understand that information shared online cannot always be controlled<br>Develop a deeper. understanding of the consequences of online bullying.<br>Understand the role of a bystander in online bullying.  | 3   |
|   |   |  | hoax, scam, strong/secure wrt passwords, victim, perpetrator, trustworthy, untrustworthy, digital footprint, netiquette |
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|   |   |  | app permissions, notifications, peer pressure, hacking, virus, virtual vs real,   |
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|   |   |  | CEOP, privacy, endorse, parental controls   |
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|   |   |  | sexting, BBFC, phishing,  |
| <b>History</b>                          | Britain's settlement by Anglo-Saxons and Scots<br><b><u>Knowledge and understanding of past events, people and changes in the past</u></b><br><br>-Use information and evidence to describe the past:<br>-Houses and settlements<br>-Culture and leisure activities<br>-Clothes, way of life and actions of people<br>-Buildings and their uses<br>-People's beliefs and attitudes<br><br>Compares people, events and objects from the past | <b>Britain's settlement by Anglo-Saxons and Scots</b><br>- Understand where the Saxons came from and why they came to England.<br>-Understand who the Saxons were.<br>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire<br>- Understand the locations of the Saxon Kingdoms and settlements.<br>-Scots invasions from Ireland to north Britain (now Scotland)<br>- Anglo-Saxon invasions, settlements and kingdoms: place names<br>-What was village life like for the Anglo Saxon's?<br>- Understand the Anglo-Saxon Religion and beliefs. | AD/CE, BC/BCE. Past, present, Century, invade, village, settlement, kingdom, religion, evidence, artefact, tribe, monk  |
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|  | <p>and present</p> <p>Shows changes on a timeline</p> <p><b>Historical enquiry</b></p> <p>-Uses printed sources, the internet, pictures, photographs, music, artefacts, historic buildings and visits to collect information about the past</p> <p>-Asks question such as 'how did people...? What did people do for...?'</p>  |  |  |
| <p><b>Geography</b></p> <p><i>CATCH UP</i></p> | <p>Identify the key human and physical features of Netherton (Local walk) (See local walk resources and zone plan from previous year)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate Micronesia</p> <p>(see guidance in The development of map skills: Sequence <a href="#">sequence of map skills.doc</a> )</p> <p>Describe and understand some key aspects of <b>physical geography</b> of Micronesia, including: <b>climate zones, mountains, volcanoes and earthquakes</b> and <b>human geography</b>, including: <b>types of settlement and land use</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.</p> | <ul style="list-style-type: none"> <li>• <i>Where is Micronesia?</i></li> <li>• <i>What are the physical/human features?</i></li> <li>• <i>What sort of climate is it?</i></li> <li>• <i>How is this affected by its location?</i></li> <li>• <i>What is a volcano?</i></li> <li>• <i>Which islands in Micronesia are volcanic?</i></li> <li>• <i>Does Micronesia experience earthquakes?</i></li> </ul> <p><i>How do people live in Micronesia?</i></p> | <p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>Climate zones</p> <p>Volcano</p> <p>Earthquake</p> <p>Water cycle</p> <p>Settlement</p> <p>Land use</p> <p><b>Volcanoes</b></p> <p>Eruption</p> <p>Molten</p> <p>Mantle</p> <p>Magma</p> <p>Active</p> <p>Pumice</p> <p>Lava</p> <p>Extinct</p> <p>Crust</p> <p>Dormant</p> <p>Core</p> |

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| <b>Art</b>   | <p>Simple perspectives</p> <p>Organise own work area and clear away</p> <p>Mix and match colours where appropriate</p> <p>Predict colour mixing results with increasing accuracy</p> <p>Use a colour wheel to inform choice of colour</p> <p>Use brush to make appropriate marks</p> <p>Work from observation</p> <p>Use a range of tools on a computer arts programme and produce end-pieces</p>  | <p><b>Painting</b></p> <p>To know how to use the correct amount of paint and use smooth brush strokes</p> <p>To talk about other artist/craft maker/designer and how they have used colour, pattern and shape</p> <p>To compare the work of different artists</p> <p>To know how to use inspiration from famous artists to replicate a piece of work</p> <p><b>Artist:</b> Georgia O'Keefe</p> | <p>hues, tints, wash, complimentary/harmonising colours</p>  |
| <p><b>DT</b></p> <p>Make a model of the island</p> | <p><b>Design:</b></p> <p><b>Can I describe what my product is for and communicate this through talking and drawing and labelling? From Y2</b></p> <p>Can I describe the purpose of my product and can I share design features?</p> <p>Can I gather information about the needs and wants of individuals or groups?</p> <p>Can I design using annotated diagrams?</p> <p><b>Make:</b></p> <p><b>Can I explain what I am making and suggest what to do next. From Y2</b></p> <p>Can I think about the safety of using materials?</p> <p>Can I use equipment and tools accurately?</p> <p>Can I assemble, join and combine many materials and apply appropriate finishing techniques?</p> <p><b>Evaluate:</b></p> <p><b>Can I talk about my design and what went well with my product? From Y2</b></p> <p>Can I talk about what I like and dislike about existing products and discuss how they are fit for</p> | <p>I know how to use simple patterns and templates for marking out.</p> <p>I know how to use different joining, cutting and finishing techniques with paper and card.</p> <p>I know how to finish work to a high standard.</p> <p>I know about the user and purpose of products.</p>   | <p>design brief, design features, design criteria, annotated diagrams, model, make, user, purpose, product, function, evaluate three-dimensional (3-D) shape, cube, cuboid, cone, cylinder</p> <p>template, marking out, pattern pieces, shaping, adhesives, joining, assemble, accuracy, material, stiff, strong, strength, weakness, stiffening, reduce, reuse, recycle, mechanical component, finishing techniques</p> <p>evaluating, design brief, design criteria, innovative</p> |

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|   | <p>purpose?</p> <p>Can I talk about any changes I have made to make my product even better?</p> <p>Can I recognise several DT inventors/designers?</p> <p><b>Technical Knowledge:</b></p> <p><b>Stiff and Flexible Sheet Materials.</b></p> <p>Can I use the most appropriate materials?</p> <p>Can I work accurately to make cuts and holes?</p> <p>Can I join materials?</p> <p><b>Mouldable Materials:</b></p> <p>Can I select the most appropriate materials?</p> <p>Can I use a range of techniques to shape and mould?</p> <p>Can I use finishing techniques?</p>  |  |  |
| <p><b>Music</b></p> <p><b>CHARANGA</b></p> <p><b>UNIT: LET YOUR SPIRIT FLY</b></p> <p><b>IMPROVISE:</b></p> <p>Bronze, Silver &amp; Gold challenges using notes C &amp; D</p> <p><b>COMPOSE:</b></p> <p>Create a 3(5) note set for a range of classroom instruments for the composing task</p> <p><b>Charanga: Glockenspiel stage 1</b></p> <p><b>Musical Focus –</b></p> | <p>I can sing songs in a variety of styles with confidence, imitate sung phrases with accuracy; sing with an awareness of the phrases in a song; chant or sing a round in two parts; sing songs with a recognised structure (verse and chorus/ call and response).</p> <p>Keep a steady beat on an instrument individually/in a group for a short time; maintain a melodic or rhythmic ostinato to accompany a song; use tuned percussion with increasing confidence; copy a short melodic phrase by ear on a pitched instrument; perform with an awareness of others.</p> <p>I can play using symbols including graphic and/or simple traditional notation.</p> <p>I can follow simple hand directions from a leader.</p> | <p>Show increasing awareness of pitch and awareness of the shape of a melody</p> <p>I can understand that posture, breathing and diction are important.</p> <p>I explore combining musical sounds with narrative and movement.</p> <p>I explore how music tells a story, paints a picture or creates a mood.</p> <p>I listen to my own compositions and use musical language to describe what happens in them.</p> <p>I recognise some familiar instruments in recorded music.</p> <p>I recognise aurally percussion instruments and am beginning to know their names.</p> | <p>Key Vocab – Pitch, Tempo, Volume, Pulse, Rhythm, Melody, Notes, Percussion, Structure, Repetition, Timbre xylophone, cymbals, triangle, snare drum, bass drum, tambourine, maracas, chimes, piano, drums, guitar, violin, flute.</p> <p>Verse, chorus, ostinato, mood, repetition, echo, accompaniment.</p> |



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|  | <p><u>Gymnastics</u></p> <p>Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p><b>*Real PE*</b></p> <p><b>Social- Autumn 1</b></p> <ul style="list-style-type: none"><li>• I help organise roles and responsibilities.</li><li>• I cooperate well with others and give helpful feedback.</li><li>• I am happy to show and tell others about my ideas.</li><li>• I show patience and support others listening carefully to them about our work.</li><li>• I can help, praise and encourage others.</li></ul> <p>Dynamic Balance: Jumping &amp; Landing</p> <p>1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either</p> | <p>shows in my performance.</p> <ul style="list-style-type: none"><li>• I can choose actions that flow well into one another</li><li>• I can adapt sequences to suit different types of apparatus.</li><li>• I use a greater number of my own ideas for movements in response to a task.</li><li>• I can choose and plan sequences of contrasting actions.</li><li>• I can complete actions with increasing balance and control.</li><li>• I understand the benefits of exercise.</li><li>• I can provide feedback using key words.</li><li>• With help, I can recognise how performances could be improved.</li><li>• I can move in unison with a partner.</li></ul> |  |
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|             | <p>direction.</p> <p>Static Balance: Seated</p> <p>1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.</p> <p>Personal- Autumn 2</p> <p>-I cope well and react positively when things become difficult.</p> <p>-I can persevere with a task and improve my performance through regular practice.</p> <p>- I know where I am with my learning and I have begun to challenge myself.</p> <p>-I I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>Coordination: Footwork</p> <p>1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.</p> <p>Static Balance: 1 Leg</p> <p>On both legs: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.</p> |  |   |
| <b>PSHE</b> | <p>Beginning and Belonging BB34</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class</li> <li>• be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school</li> </ul>   | <p>Beginning and Belonging BB34</p> <p>1. To contribute to helping the school feel like a place where everyone can learn safely and happily.</p> <p>2. To contribute to approaches and activities for building collaborative relationships within their class.</p> <p>3. To recognise the emotions involved in being in a new situation and learn coping strategies.</p> <p>4. To know how to help new people feel welcome in the class and in the school.</p> | <p>Identity, conflict, friend, support network, bullying, cyber-bullying, anti-bullying</p> |

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|  | <ul style="list-style-type: none"> <li>• be able to identify people at home, at school and in other contexts of their lives to include in their support networks</li> <li>• know how they can access support and some ways they can help other people.</li> </ul> <p>Family and Friends FF34</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends on and offline</li> <li>• understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships</li> <li>• be able to describe some emotions felt by people experiencing friendship challenges and the causes of these</li> <li>• be able to describe some ways families offer support in tough times</li> <li>• be able to identify special people in their networks and know from whom and how to access support.</li> </ul> <p>Antibullying AB34</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> <li>• understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</li> <li>• understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life</li> <li>• be able to describe how those involved in bullying</li> </ul> | <p>5. To learn strategies to help if they are in a new situation or learning something new.</p> <p>6. To identify different people in their support networks and how to ask them for help.</p> <p>7. To know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations.</p> <p>8. To understand what they have learned in this unit and be able to share it.</p> <p>Family and Friends FF34</p> <ol style="list-style-type: none"> <li>1. To recognise the qualities of a good friend on and offline</li> <li>2. To understand more about healthy friendships and how trust plays an essential part</li> <li>3. To reflect on the effectiveness of their skills for choosing making and developing friendships.</li> <li>4. To develop more strategies for managing friendship challenges, repairing friendships and supporting others.</li> <li>5. To empathise with another person in a disagreement, and to use this in resolving conflict.</li> <li>6. To develop concepts of consent and personal boundaries.</li> <li>7. To understand that healthy families protect and care for each other in difficult times</li> <li>8. To identify people, other than family members, who are special to them now and to recognise how they affect and support each other</li> </ol> <p>Antibullying AB34</p> <ol style="list-style-type: none"> <li>1. To understand that difficulties that some friends have may or may not be bullying.</li> <li>2. To understand the characteristics of different types of bullying.</li> <li>3. To begin to understand about power and groups in bullying situations.</li> <li>4. To understand how bullying can occur when people do not respect and empathise with their</li> </ol> |  |
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|           | <p>including those who bully others may feel</p> <ul style="list-style-type: none"> <li>• be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation</li> <li>• be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.</li> </ul>   | <p>diverse peers.</p> <p>5. To understand more about indirect forms of bullying such as cyber bullying and exclusion.</p> <p>6. To understand that the feelings associated with bullying might last a long time.</p> <p>7. To understand the roles and possible feelings of bystanders and followers in a bullying situation.</p> <p>8. To develop strategies for preventing bullying and responding assertively in different contexts.</p> <p>9. To understand a range of ways to support someone who is being bullied.</p> <p>10. To understand what bystanders can do to improve a bullying situation.</p> <p>11. To understand the procedures in school to prevent bullying and support those involved.</p> <p>12. To identify ways of helping the school to feel a safer place where bullying is less likely to happen.</p> |   |
| <b>RE</b> | <p>Recall the different beliefs and practices of Christianity (AT1)</p> <p>Understand what it looks like to be a person of faith. (AT1)</p> <p>Use key words and vocabulary related to Christianity (AT1)</p> <p>Suggest and find meanings behind different beliefs and practices. (AT2)</p> <p>Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. (AT2)</p> <p>Ask and respond to questions about what individuals and faith communities do and why. (AT2)</p> <p>Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts. (AT2)</p> | <p><b>Who are the Saints of God? (4wks)</b></p> <p>Hear some stories from the Bible (Saints of God)</p> <p>Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Christians from your locality who will answer questions about their faith and life.</p> <p>Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important.</p> <p><b>Harvest – Why is Harvest a time to give thanks? (2wks)</b></p> <p>Festivals – find out how Christians celebrate Harvest.</p> <p><b>The Church Year – Is Christmas a Festival of light or love? (4wks)</b></p>   | <p><b>Christianity:</b></p> <p>Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Saint, Vicar, Worship.</p> |

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|  |  | <p>Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.</p> <p>Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play).</p> <p><b>Christmas – What special journeys are made in the Christmas story? (2wks)</b></p> <p>Festivals – find out how Christians celebrate some festivals such as Advent, Christmas</p> |  |
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