



### **Year group 3: Learning in each half term** This MUST cover everything in the long-term coverage document.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Beginning of Britain		Where We Live		Our Awesome Earth (Mountains and Deserts)	
Topic Title	Stones and Bones	The Brilliant Bronze Age!	Rocks, Relics and Rumbles	Nurturing Nature	Majestic Mountains	Mighty Metals
Topic Theme (Topic driven by)	The Stone Age (Animals)	Bronze/Iron Age Light (Science & link to Diwali)	(Rocks & Fossils)	(Plants)	(Mountains & Deserts)	(Forces & Magnets) (France - Comparison with UK)
Hook/Special events/trips	Stonehenge What is the secret of the standing stones?	Badbury Rings  Paul Nolan Author Visit (Bronze Age Workshop)  Hindu visitor?	Lulworth Cove  Charmouth fossil hunting?	Compton Acres Kingston Lacy	Hambledon Hill?	French-themed Day?  Winchester Science Centre?
Class texts Fiction  <b>Bold text = key texts</b> Non-bold = optional/ recommended  Bug Club Texts	Stone Age Boy  Stig of the Dump  How to Skin a Bear	The Boy with the Bronze Axe  The Age of Bronze by Paul Nolan	The Iron Man  Stone Girl Bone Girl  Pebble in My Pocket  The Street Beneath My Feet	The Tin Forest  Tree Lady	The Abominables?  Himalayan Mountains: Simon Chapman (Expedition Diaries)?  Bug Club: "Escape from Balck Mountain" by Martin Chatterton	The Pied Piper of Hamelin by Michael Morpurgo (myths)  Bird Builds a Nest : A Science Storybook about Forces  Bug Club: "Fairy Tales: The Fountains of Gold" and "The Snow Queen"



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					<p><b>"Hot Spots and other Extreme Places to Live"</b></p> <p><b>"Mountain Tales of Norway"</b></p>	<p><b>"King Kafu and the Moon"</b></p>
<p><b>Supporting Non-Fiction texts (Topic Text Books) &amp; Reference (dictionary, thesauruses, atlases)</b></p> <p><b>Bug Club Texts</b></p>	<p><b>The Variety of Life</b> <b>Nicola Davies &amp; Lorna Scobie</b></p> <p>Book of Bones: 10 Record-Breaking Animals</p> <p>The Big Book of Beasts Stone Age Bone Age (narrative &amp; non-fiction)</p> <p>+The Secrets of Stonehenge The Stone Age: Hunters, Gatherers and Woolly Mammoths</p> <p><b>Bug Club:</b> <b>"Gross Things About Animals"</b> <b>"Awesome Animal Adventures"</b> <b>"Exploring Caves"</b> <b>"Big Cats"</b></p>	<p>The History Detective Investigates: Stone Age to Iron Age</p> <p><b>Prehistoric Adventures Hillforts</b></p> <p><b>Bug Club:</b> <b>"Living Lights" by Bernadette Kelly</b></p>	<p><b>VIP Mary Anning</b> Where we live by Dr Brian Knapp <b>A Rock is Lively</b> The Rock Factory: A Story About Rocks &amp; Stones This Little Pebble</p> <p><b>Bug Club: "Fossils" by Jill McDougal</b></p>	<p>The Dandelion Seed Botanicum The Tale of Three Trees (Easter link)</p> <p><b>Bug Club:</b> <b>"Birds of Prey"</b> <b>"Big Cats"</b></p>	<p><b>"River Story"</b> Meredith Hooper &amp; Bee Willey ( recounts the journey of a river from its beginnings in the <b>mountains</b> all the way to the sea)</p> <p>Highest Mountain, Deepest Ocean by Kate Baker</p> <p><b>Bug Club:</b> <b>"A Volcano Wakes Up" (to introduce volcanoes)</b> <b>"Earth's Amazing Environments"</b></p>	<p>Be a Scientist: Investigating Magnets</p> <p>BOOM! Science: Forces</p> <p><b>Bug Club:</b> <b>"Friends Around the World"</b> <b>"Great Cities: Exploring London"</b></p>



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	"The Food You Eat"					
Poetry & Plays	Poem: I Was Born in the Stone Age by Michael Rosen	Play: Rama and Sita (RE link)  Bug Club Plays: "Wicked Baba Yaga" "Step Inside a Story"	Iron Man poem by Brenda Williams	"I am the Seed That Grew the Tree" by Fiona Waters and Frann PrestonGannon  Bug Club Poetry: "Wizards, Spiders and Castles" "Bumblebees, Sweets and a See-Through Stomach"	Mountain Poetry Cinquain & Tanka	The Pied Piper of Hamelin by Robert Browning
Spoken Language/drama	Drama Opportunities in "Stone Age Boy" Establish a character with control over movement and voice Reflect on the issues or dilemmas being explored through drama	Research the context of a drama piece (Rama and Sita) Evaluate quality of performance referring to gesture action and costume Reflect on the issues or dilemmas being explored through drama	Drama Opportunities in "Iron Man" - reflect on dilemmas Establish a character with control over movement and voice Reflect on the issues or dilemmas being explored through drama	Perform/Read poetry	Drama opportunities in "The Abominables" Establish a character with control over movement and voice Reflect on the issues or dilemmas being explored through drama	Drama opportunities in "The Pied Piper of Hamelin" Establish a character with control over movement and voice Role play characters from the story Creating interviews with key characters to gather thoughts and opinions.
Spoken Language/drama	On an ongoing basis, pupils will be learning to: <b>Spoken Language:</b> When listening to information, work out which information is the most key in order to organise and present an answer Explains the consequences if instructions are not followed Use a series of questions to explore topic further					



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	<p>Be aware of when they haven't understood something because of the vocabulary used, and ask a general clarification with a question</p> <p>Experiment with new vocabulary in different contexts to test out understanding and learn from mistakes</p> <p>Rephrase what they want to say according to the audience</p> <p>Describe events clearly including key details with a clear narrative structure</p> <p>Vary voice and language to express feelings at key moments in the story</p> <p>Explain reason for choices and viewpoints in class discussions</p> <p>Initiate and sustain a conversation remaining on topic</p> <p>Understand another's point of view and show whether they agree or disagree</p>
Reading Entitlement	<p>Continue reading to and with children:</p> <p>fiction, poetry, plays, non-fiction texts, reference (eg dictionary, thesauruses, atlases), topic text books</p> <p>Reading books that are structured in different ways and reading for a range of purposes (enjoyment, information, communication)</p>
Reading Terminology (use when discussing texts with children)	<p>Summarise, Condense, Morphology, Etymology, Explicit, Implicit, Motive, Effect, Evidence, Strategy, Purpose, Genre, Audience, Context</p> <p>Choice, Theme, fact opinion, Language</p>
Reading: phonics/ decoding	<p>On an ongoing basis, pupils will be learning to:</p> <p>Read words containing the common prefixes (un-, dis-, mis-, in-, il-, re-, sub-, inter-, super-, anti-, auto- ), and know how this changes the meaning of the word</p> <p>Read words containing the common suffixes (-ous, ), where -ly is used to change adjectives to adverbs</p> <p>Read Year 3 words that are spelling exceptions, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>
Reading: Comprehension	<p>On an ongoing basis, pupils will be learning to:</p> <p><b>Retrieval:</b></p> <p>Find words that capture the reader's interest and imagination.</p> <p>Identify the main ideas from one paragraph and summarise it.</p> <p>Use graphs, charts or diagrams to find factual information</p> <p>Skim a text quickly to get a general idea of meaning</p> <p><b>Inference:</b></p> <p>(Elaborative)</p> <p>Make knowledge-based inferences linked to topic specific vocab</p> <p>Infer the meaning of a word from its context eg within a sentence, subheading</p> <p>(Coherence)</p> <p>Identify grammatical features of a sentence that infer additional information – differences between tenses, prefixes and word families, conjunctions, adverbs and prepositions, inverted commas.</p> <p>(Global)</p>



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	<p>Identify a theme in individual paragraphs and chapters  Understand that some inferences are drawn after reading the whole text  Infer characters' feelings, thoughts from their actions  Justify inferences with at least two source of evidence  Explain why they have modified a prediction</p>					
Reading: comprehension	<p><u><b>Narrative</b></u>  <b>Stone Age Boy</b>  Inference: infer characters' feelings, thoughts from their actions</p> <p><b>Stig of the Dump</b></p> <p>Retrieval: find words that capture the reader's interest and imagination.  Inference: identify a theme in individual paragraphs and chapters  Justify inferences with at least two source of evidence</p> <p><u><b>Narrative (Adventure)</b></u></p> <p><u><b>Non-chron texts about animals</b></u>  Retrieval: identify the main ideas from</p>	<p><u><b>Recounts/Diaries</b></u>  Identify the main ideas from one paragraph and summarise it.  Explain why they have modified a prediction</p> <p><u><b>Narrative</b></u>  <b>The Boy with the Bronze Axe</b>  Inference: identify a theme in individual paragraphs and chapters  Inference: infer characters' feelings, thoughts from their actions  Justify inferences with at least two source of evidence  Identify a theme in individual paragraphs and chapters</p>	<p><u><b>Narrative</b></u>  <b>The Iron Man</b>  Retrieval: find words that capture the reader's interest and imagination.  Inference: identify a theme in individual paragraphs and chapters  Inference: infer characters' feelings, thoughts from their actions  Justify inferences with at least two source of evidence  Non-fiction texts about Mary Anning  Retrieval: identify the main ideas from one paragraph and summarise it.  Skim a text quickly to get a general idea of meaning</p>	<p><u><b>Narrative</b></u>  <b>The Tin Forest</b></p> <p><u><b>Information Leaflets</b></u>  Listening to and discussing a wide range of non-fiction  Read for a range of purposes  Identifying how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction</p> <p><u><b>Poetry (Free Verse)</b></u>  Retrieval: find words that capture the reader's interest and imagination.</p>	<p><u><b>Narrative</b></u>  <b>The Abominables</b></p> <p><u><b>Structured Poetry (Cinquain and Tanka)</b></u></p> <p>Poetry  Retrieval: find words that capture the reader's interest and imagination.</p>	<p><u><b>Traditional Tales - Myths</b></u>  <b>The Pied Piper of Hamelin</b> by Michael Morpurgo</p> <p><u><b>Non-Chronological Reports</b></u>  <b>Bird Builds a Nest : A Science Storybook</b> about Forces</p>



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	<p>one paragraph and summarise it. Use graphs, charts or diagrams to find factual information Skim a text quickly to get a general idea of meaning</p> <p>Poetry: Michael Rosen</p>					
<p><b>Writing</b> Ongoing throughout the teaching of writing</p>	<p><b>Composition</b> <b>Ongoing Planning and Drafting Objectives:</b> Understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar Discuss and record ideas and vocabulary Identify the audience and purpose for their writing Use a simple given planning tool, e.g. basic genre snippet* Make detailed notes to explain stages of a process Follow their own notes and plans <b>Ongoing Evaluating and Editing Objectives:</b> Proofread to check for spelling and punctuation errors Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency <b>Word Structure</b> Use noun prefixes- see spelling appendix 1 Use a/an according to noun Identify word families related to common words, and use in context <b>Sentence Structure</b> Express time, place and cause, using conjunctions, adverbs or prepositions <b>Punctuation:</b> Use apostrophe for irregular plural possession <b>Handwriting:</b> Always use the diagonal and horizontal strokes that are needed to join letters</p>					



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Increase the legibility, consistency of their handwriting						
Writing  Outcome	Narrative (writing a climax) <b>An adventure narrative</b>	Chronological Report (Recount) <b>Recount: Bronze Age/Iron Age Diary</b> (chronological report)	Narrative: Adventure & a dilemma (using The Iron Man) <b>Adventure/dilemma narrative inspired by Iron Man</b>	Non-Chronological Report <b>Informative leaflet (using The Tin Forest)</b>	Newspaper Report  Poetry: Cinquain and Tanka (revise Haiku from Y2)	Narrative: Traditional Tales - Myth
	Non-Chronological Report <b>Non-chronological report about an imaginary Stone Age animal</b>  <u>Text Structure:</u> In narratives, create settings, characters and plots Use paragraphs to show change in place or time  In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to group related sentences  <u>Punctuation:</u> Use inverted commas to	<u>Text Structure:</u> In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to organise ideas around a theme Use past progressive to mark actions in progress	<u>Text Structure:</u> In narratives, create settings, characters and plots Use paragraphs to show change in place or time  <u>Punctuation:</u> Use inverted commas to punctuate direct speech	<u>Text Structure:</u> In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to organise ideas around a theme Use past progressive to mark actions in progress Use paragraphs to show change in place or time	<b>Haiku Poem</b> <b>Cinquain Poem</b> <b>Tanka Poem</b>  <u>Text Structure:</u> In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to group related sentences Use present perfect form of verbs instead of simple past	<b>Write own myth using "The Pied Piper of Hamelin" by Michael Morpurgo</b>  <u>Text Structure:</u> In narratives, create settings, characters and plots Use paragraphs to show change in place or time <u>Punctuation:</u> Use inverted commas to punctuate direct speech





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	punctuate direct speech					
Spelling (Ongoing)	Spell using prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 3) Spell further homophones (see appendix for which in Year 3) Spell words that are often misspelt (see appendix for which in Year 3) Write from memory simple dictated sentences, including Y3 taught words and punctuation Use first 2 letters to find words in a junior dictionary Use a first thesaurus See Y3 Spelling and Handwriting Planning Document: <a href="https://docs.google.com/document/d/1-5CPBohomP2tph-BSPKsm2-PFGgebWvv/edit?rtpof=true">https://docs.google.com/document/d/1-5CPBohomP2tph-BSPKsm2-PFGgebWvv/edit?rtpof=true</a>					
Terminology	preposition, conjunction, word family, prefix, (main) clause, subordinate clause, direct speech, inverted commas (speech marks), consonant consonant letter vowel, vowel letter, paragraph, present perfect, heading, subheading					
<b>Maths</b> (See MNP Y3 Scheme of Work document)  (5 hrs per week)	Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Calculations: Multiplication and Division	Measurement: Length Measurement: Mass Measurement: Volume Mid-year (A) Tests and Remediation Measurement: Money Measurement: Time	Statistics: Picture and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry – Properties of Shapes: Angles Geometry – Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures End-of-year (B) Tests and Remediation			
Topic Theme	The Stone Age  Animals	Bronze/Iron Age  Light (link to Diwali)	Rocks & Fossils	Plants	Mountains & Deserts	France (Comparison with UK) Forces & Magnets
<b>Science</b>  (1.5 hrs per week for 5 half terms)	<b>Animals incl Humans y3:</b> Know that animals, including humans, cannot make their own food. <b>Know they need to eat the right types and amount of food.</b>	<b>Animals incl Humans y4</b> Know that adult humans have 32 teeth. Identify teeth – <i>incisors, canines, premolars and molars</i> , wisdom teeth.	<b>Rocks, Fossils &amp; Soils</b> Put rocks into groups eg colour, crumbly, hard, grainy, have crystals, have fossils in them <b>Know fossils are formed when</b>	<b>Plants</b> Know role of roots, stem, leaves and flower Know plants need air, light, water, <i>nutrients</i> from soil, and room to grow. <b>Investigation:</b> How water is <i>transported</i> in plants. <b>Understand pollination</b> leads to seed formation then seed dispersal	<b>States of Matter y4 (Materials):</b> Identify whether a material is a <i>solid</i> , a <i>liquid</i> or a <i>gas</i>	





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	<p>Know that different animals eat different sorts of food.</p> <p>Know humans and some other animals have <i>skeletons</i> to protect and support them.</p> <p>Know humans have <i>muscles</i> for movement</p>	<p>Know what the different teeth do – link to what they eat carnivore/herbivore.</p> <p>Know what damages teeth and how to look after them.</p> <p>Be able to label the different parts of the <i>digestive system</i> – <i>mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine.</i></p> <p><u>Scientific Enquiry</u> Understand that they can use <i>research, observation</i> and <i>experiments</i> to answer their questions.</p> <p>Make predictions based on scientific knowledge.</p> <p>Suggest what equipment they will need.</p> <p>Make decisions about the best way to answer their questions.</p>	<p>something dies and is buried in rock.</p> <p>Know that soil is a mixture of crumbled rock and dead plants and animals.</p>		<p>Know how particles are arranged in solids, liquids and gases.</p> <p>Know that materials can <i>change state</i> when heated or cooled</p> <p>Know that water changes state at about 0°C and 100°C</p> <p>Know that <i>evaporation</i> is different from <i>boiling</i></p> <p>Know evaporation is more rapid at higher temperatures.</p> <p>Know that water evaporates, then <i>condenses</i> to fall as rain</p> <p>Draw a diagram of the <i>water cycle</i></p> <p><u>Scientific enquiry</u> Use thermometers and data loggers.</p>
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		<p>Identify what needs to be kept the same to make a test fair.</p> <p>See patterns in results, such as differences, similarities or changes, and describe them.</p> <p>Draw on their scientific knowledge to suggest further questions or explanations.</p> <p>Record data in tables, bar charts, keys, graphs and diagrams, starting to choose the best way to record it.</p>			
<p><b>Computing</b> Order tbc</p> <p><b>(1 hour/week)</b></p>	<p><b>ESafety</b> Know specific times when identity can be changed online e.g. gaming; using an avatar; social media Can explain the difference between bullying and cyber-bullying Know why spending too much time using technology can have a negative impact <b>Only share information with people they can trust</b> Know more than one way to report unacceptable content and contact</p>	<p><b>Emails</b> Use email safely Create purposeful content to attach to emails Read and respond to emails Send an email using an address book Add an attachment to an email <b>Vocabulary:</b> Emails, Communication, Email, Send, Attachment, Address Book, Password  <b>Information Technology</b> Collect, analyse, evaluate and present data and information using software Sort objects using just 'yes' or 'no'. Complete a branching database</p>	<p><b>Computer Science</b> Use logical reasoning to explain what will happen next Solve problems by decomposing them into smaller parts Use and edit a program to achieve a specific outcome Predict how a change in a sequence may impact on the outcome of a program Explain what a variable is in programming Recognise the main component parts of hardware which allow computers to join and form a basic network</p>		



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			Carry out simple searches to retrieve digital content Know which software is most appropriate for a given task <b>Vocabulary:</b> Touch typing- Posture, Top/ Home/Bottom row keys, Space bar Branching Databases- Branching Database, Data, Database Hardware detectives- Motherboard, CPU, RAM, Graphics card, Network Card, Monitor, Speakers, Keyboard, Mouse		'Read' other's code and predict what will happen in a program List a range of ways that the internet can be used to provide different methods of communication <b>Vocabulary:</b> Coding- Action, Algorithm, Bug, Code Block, Code design, Command, Control, Debug/Debugging, Event, If, Input, Output, Object, Properties, Repeat, Selection, Timer, Variable	
<b>Topic Theme</b> Structures, fabric, food	<b>The Stone Age</b>  <b>Animals</b>	<b>Bronze/Iron Age</b>  <b>Light (link to Diwali)</b>	<b>Rocks &amp; Fossils</b>	<b>Plants</b>	<b>Mountains &amp; Deserts</b>	<b>France (Comparison with UK)</b> <b>Forces &amp; Magnets</b>
<b>Art</b> <b>Historical figures</b>  <b>Outcomes</b>  (1 hour per week for 4 half terms = 24 sessions)	<b>Drawing:</b> draws body from observation (Stone Age figures)  <b>Cave Paintings:</b> (4 x 1 hour sessions) Paint a 'scene' using dotting, scratching, splashing using natural materials	<b>Bronze Age Weaving</b> (4 x 1 hour sessions) Uses feathering and basket weave to create texture Weaves using collage materials Uses overlapping to place objects in front and behind	<b>Fossil drawing</b> (4 x 1 hour sessions) <b>Edward Lear</b> Fossil printing Make a simple collagraph printing block using different textures, e.g. corrugated card and string. Creates complex repeating patterns, e.g shapes within shapes, interlocking shapes, from a printing block or etched poly tile.	<b>Printed leaves on clay tiles</b> (3 x 1 hour sessions) Paint on Clay Tiles Print leaves on clay tiles and paint Use a sketchbook to plan and develop simple ideas. e.g look back and think forwards. Sketch lightly with a pencil Draw (then paint) in small scale Accurately paint within a shape Use malleable and rigid materials for a purpose	<b>Landscape Painting</b> (4 x 1 hour sessions) <b>Hokusai</b> uses more or less water to create different intensity for shades Paint in large scale	<b>George Seurat</b> (link to France) (2 x 1 hour sessions)



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			<p>Use a sketchbook to plan and develop simple ideas. e.g look back and think forwards. Draw in small scale Sketch lightly with a pencil Choose what to draw with Know that composition is the position of objects in an artwork Compare the effect of different materials</p>	<p>Paint using dotting and splattering Use more or less water/paint to create different intensity for shades</p> <p><b>Plant sculpture</b> (3 x 1 hour sessions) <b>Barabara Hepworth</b> Models from direct close observation Uses the appropriate modelling tool to carve intended detail Research artists and art styles linked to a theme Use malleable and rigid materials for a purpose</p>		
DT	N/A	<p><b>Iron Age Stew</b> (2 x 1 hour sessions) Accurately and safely : peel, chop, slice, grate harder foods - again, should start with soft food to avoid accidents</p> <p><b>Diwali decoration</b></p>	N/A	N/A	<p><b>Photo Frame</b></p> <p>for landscape art produced. <b>Free standing frame must have enough friction not to slip</b> (Science link)</p>	<p><b>French Food</b> (2 x 1 hour sessions) <b>Healthy, local food</b> (link to France - healthy Mediterranean diet using local produce) Jamie Oliver – campaigned in 2005 for more healthy school dinners. At that time it</p>

Outcomes

Structures, fabric, food



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		<p>(6 x 1 hour sessions)</p> <p>Textile design with embroidery linked to Diwali</p> <p>Mark out and cut materials/ textiles with accuracy.</p> <p>Thread a smaller needle and knot thread.</p> <p>Use ways of embellishing fabric, e.g. sewing on a button for decoration, sewing on sequins adding chain stitch</p>				<p>was provided very cheaply and was often just things like nuggets and chips. Got politicians to promise extra money and had an impact on improving exam results!</p>
Topic Theme	The Stone Age  Animals	Bronze/Iron Age  Light (link to Diwali)	Rocks & Fossils  What makes Dorset so special?	Plants	Mountains & Deserts	France (Comparison with UK) Forces & Magnets
Geography	<p>Beginning of Britain:</p> <p>Using maps: Find the continents on a World Map Find Russia, Spain, Madrid, Greece, Italy on a map of Europe</p> <p>Use the eight points of a compass Uses 2 figure grid reference</p>	<p>Human Geography: Describe and understand key aspects of: Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Where We Live Topic: Find Dorset on a UK map Find Hampshire, Somerset, Wiltshire, Devon on a UK/England map Find Bournemouth, Wareham, Blandford and Dorchester on a map of Dorset</p>		<p>Identify the highest mountains – Everest and K2, compared to Ben Nevis. Identify Mount Fuji (Art link - Hokusai). Know Mont Blanc is part of a mountain range called the Alps Know Mont Blanc is mostly made of granite</p>	<p>Compare a region of the UK with a region in Europe France, eg. local hilly area with a flat one or under sea level. Link back to Science Rocks in Spring Term.</p> <p>France: Mont Blanc Area Mountains</p>



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	<p>Use map sites on internet Use junior atlases</p> <p>Identify the position and significance of Equator, N. and S. Hemispheres, Tropics of Cancer and Capricorn.</p>	<p>Hills: <b>Know Dorset has hills not mountains</b> eg Badbury rings - link to history Know the Badbury Rings hill is about 100m tall, but Mont Blanc is nearly 5000 m tall <b>Know hills like Badbury Rings and mountains like Mont Blanc are usually made of harder rocks</b> (link with science - rocks) Know hills in Dorset like Badbury Rings are made of limestone Suggest why early people settled in Badbury Rings Understand that later, people moved down from Badbury rings to the coast and traded with Gaul/France</p>	<p>Recognises the meaning of basic map symbols <b>Follow a route on a map</b> <b>Make a map of a short route</b> <b>Use standard symbols</b></p> <p><b>Understand a county is a group of towns and the country that surrounds them</b> <b>Know economic activity covers the ways a region makes money</b> <b>Know trade is buying and selling goods</b> <b>Understand that trade routes from Dorset are more direct and include rail, road, air and sea</b> Know the main economic activity is rural Dorset is farming Suggest economic activities that take</p>		<p>Know Mont Blanc still has snow on it in summer, but the Badbury Rings hill does not <b>Know it is colder on land that is higher up than lower down</b> <b>Know a mountain is larger than a hill</b>, usually at least 300m tall <b>Know a mountain range is a group of mountains joined or close together</b></p> <p><b>Identify largest deserts – Antarctic, Arctic and Sahara.</b> Introduction to volcanoes and mountains, rainforests and deserts.</p>	<p><b>Know a trade route is the route the goods travel</b> <b>Understand inland trade routes (rail and road) between France and Italy have to go through passes or tunnels, because of the mountains</b> Know the main economic activity near Chamonix used to be farming animals, but is now tourism (skiing and walking)</p>
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			<p>place in urban areas such as Dorset towns</p> <p><b>Fieldwork:</b>  <b>Use a bar chart to record measurements from fieldwork</b>  <b>Use a simple database to present findings from fieldwork.</b>  <b>Analyse data, which they have collected from first hand observations and experiences, identifying any patterns</b>  <b>Record findings from field trips in words</b></p> <p>Mary Anning Mary Leakey</p>			
Topic Theme	The Stone Age Animals	Bronze/Iron Age Light (link to Diwali)	Rocks & Fossils	Plants	Mountains & Deserts	France (Comparison with UK) Forces & Magnets
<b>History</b>  <b>Historical Figures</b>	<p>(6 x 1 hour sessions)</p> <p><u>Stone Age</u></p> <p>Know there were four different types of humans in stone age</p>	<p>(3 x 1 hour sessions)</p> <p><u>Bronze &amp; Iron Age</u></p> <p>Know that they then discovered bronze.</p>	<p>Mary Anning</p>  <p>Mary Leakey</p> <p><b>Know:</b></p>			





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	<p>Know what hunter gatherers were</p> <p>Know early humans lived in caves, later simple wood shelters</p> <p>Know they had to look for food and protect themselves from wild animals.</p> <p>Know early humans used stone tools, then tin, copper.</p> <p>Stonehenge was built in the stone age to bronze age</p> <p><b>Chronology</b></p> <p>Use a short timeline to place significant events in order.</p> <p>Understand that timelines can go a long way back into the past.</p> <p><b>Brân the Blessed</b></p> 	<p>Know <b>bronze</b> is <b>harder</b>, made by mixing tin and copper</p> <p>Know that <b>they later mined iron, which is a harder metal and made tools and weapons better.</b></p> <p>Know there was then more farming and there were larger kingdoms.</p> <p><b>Local study linked to hillforts and prehistoric sites</b></p> <p><b>Chronology</b></p> <p>Sequence time periods studied so far</p> <p><b>Cú Chulainn</b></p> 	<p><b>Mary Anning</b> (1799 –1847) Local English fossil collector, dealer, and palaeontologist.</p> <p>Know that her findings contributed to changes in scientific thinking about prehistoric life and the history of the Earth.</p> <p>Know that she was not able to fully participate in the scientific community and not eligible to join the Geological Society of London as she was a woman and not CofE.</p> <p>*There are some guided reading plans on Bug Club about Mary Anning</p>			
<p>MFL (French)</p> <p><b>Twinkl Scheme</b></p>	<p><b>Ongoing 'Speaking &amp; Listening' Objectives Year 3:</b></p> <ul style="list-style-type: none"> <li>• Listens and identifies specific words in songs and rhymes and demonstrate understanding</li> <li>• Listens and repeat words using correct pronunciation</li> </ul>					



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1 short lesson per week for 6 half terms (say 30 mins instead of an hour)

- Shows understanding of single words through physical response
- Use intonation appropriate to questions
- Identifies individual sounds in words and pronounce accurately when modelled
- Shows awareness of accent

#### Ongoing 'Speaking & Listening' Objectives Year 4:

- Listens and identifies specific phrases in songs and rhymes and demonstrate understanding
- Listens and repeat modelled phrases using correct pronunciation
- Shows understanding of phrases words through physical response
- Asks and answers simple questions
- Uses intonation appropriate to questions or instructions
- Names objects and actions and begin to link with conjunction
- Presents a simple rehearsed statement to a partner
- Expresses preferences
- Identifies letter strings, contractions and silent letters in familiar words and pronounce when modelled
- Shows awareness of accent and begin to pronounce words accordingly

#### Ongoing 'Reading and Writing' Objectives Year 3:

- Reads and understand simple single words
- Uses picture clues to predict the meaning of new words
- Match English and French words by meaning

#### Ongoing 'Reading and Writing' Objectives Year 4:

- Reads and shows understanding of simple phrases
- Begin to recognise simple noun cognates
- Uses context to predict the meaning of new words
- Uses a simple bilingual dictionary to find the meanings of French words
- Writes simple phrases from memory using a writing frame
- Writes simple sentences describes people, places, things and actions using a scaffold

#### Grammar from year 4 to add to the below topics:

- Word class

#### Core language from year 4 to add to the below topics:

- Vocabulary for a game:
  - *Coin! Coin!*
  - *Encore!*

#### Ongoing intercultural understanding:

- Know the main festivals and celebrations in France
- Know about some aspects of everyday life and compare them to their own



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- Compare traditional stories
- Know how you could travel to France

<u>Getting to Know You</u>	<u>All About Me</u>	<u>Food Glorious Food</u>	<u>Family and Friends</u>	<u>Our School</u>	<u>Time</u>
Locate countries where French is spoken.	Expresses likes and dislikes	Names objects and actions	See above 'ongoing objectives'	See above 'ongoing objectives'	Know the similarities and differences between social conventions at home and in France (Geography link)
Greet people in different ways	Position of colour adjectives	<i>Asking politely:</i> <i>S'il vous plaît, s'il te plaît, merci</i> <i>Oui, non</i>	Y4: <b>Masculine nouns</b> eg.	Names objects and actions	Counting 11-20 <i>Days of the week:</i> <i>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> <i>Aujourd'hui c'est...</i>
Recognise a familiar question and respond with a simple rehearsed response to names and age	Make contact with French children through teacher led class letters or emails to a partner school	<i>Year 4: Masculine nouns [for food]</i> eg. <i>du gâteau (m) [some cake], un cornichon (m) [one gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami]</i>	<i>Feminine nouns</i> eg.	<i>Classroom instructions:</i> - <i>levez-vous, asseyez-vous, écoutez, regardez, taisez-vous, montrez-moi, croisez les bras</i>	<i>Y4: Numbers 20-31</i> <i>Y4: Consolidate calendar months:</i> <i>* janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i> <i>* Quelle est la date?</i> <i>* C'est le ... + month.</i>
Know the pronouns <i>je</i> and <i>tu</i>	<i>Adjectives of colour:</i> <i>C'est de quelle couleur?</i> <i>bleu, gris, jaune, vert, rouge</i>	<i>Y4 Feminine nouns [for food]</i> eg. <i>Une pomme (f) [one apple], deux poires (f) [two pears], trois prunes (f) [three plums], quatre fraises (f) [four strawberries], cinq oranges (f) [five oranges], une glace (f) [one ice cream], une sucette (f) [one lollipop], de la tarte</i>	<i>Y4 Questions, answers and sentences builders:</i> <i>Qui est-ce? (Who is it?)</i> <i>C'est .. (It is..)</i> <i>The negative: Ce n'est pas... (It is not...)</i> <i>Dans le sac il y a .. et.. (In the bag, there are .. and ..)</i>	<i>Y4: Avoir and mettre - 1st person - J'ai = I have / Je mets = I put (in relation to clothes, packing bag or pencil case?)</i>	
<i>Phrases of greeting/celebration:</i> <i>Bonjour, Salut, Au revoir, Bonsoir, Bonne nuit</i> <i>Bon anniversaire</i> <i>Joyeux Noël</i> <i>Bonne Année</i> <i>Monsieur, Madame, Mademoiselle</i> <i>Comment tu t'appelles?</i> <i>Je m'appelle...</i> <i>Numbers 1-20</i>	<i>Y4 Further adjectives of colour: blanc, brun, noir, orange, rose, violet</i>  <i>Y4: Expresses preferences</i>  <i>Y4 Grammar: Adjectival agreement (singular)</i>		<i>Y4 Sentence starters eg: Chez moi, dans ma chambre, dans mon placard</i>  <i>Y4: Avoir and mettre - 1st person</i>	<i>Y4: Regular -er verbs in 3rd person singular [he, she, it] eg. une grenouille saute</i>	<i>Célébrations: Bonnes vacances! Bon anniversaire! Joyeux anniversaire!</i>



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	<p><b>Y4: Numbers 20-31</b> Introduce calendar months: * <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i> * <i>Quelle est la date?</i> <b>Y4 Questions, answers and sentences builders:</b> <i>C'est .. (It is..)</i> * <i>C'est le ... + month.</i></p>	<p><b>Y4 Questions, answers and sentences builders:</b> <i>C'est .. (It is..)</i> <b>The negative: Ce n'est pas... (It is not...)</b>  <u>Verbs:</u> <i>Courez, marchez, marchez sur la pointe des pieds, sautez, dansez</i> <b>Y4 Verbs eg: sauter, voler, nager, danser</b>  <u>Know the main festivals and celebrations in France:</u> <i>Joyeux Noel</i></p>	<p><i>aux cerises (f) [slice of cherry pie], une saucisse (f) [one sausage], une brioche (f) [one small brioche bun], de la pastèque (f) [some watermelon]</i>  <b>Y4 Adjectives that precede the noun:</b> <i>Grand(e) [large/big], petit(e) [small]</i>  <b>Y4: Expresses preferences</b>  <b>New Year:</b> <i>Bonne Année</i></p>	<p><b>- J'ai = I have / Je mets = I put</b></p>		
<p><b>Music</b> 1 short lesson per week for 6 half terms (say 40 mins instead of an hour) <b>Suggested Songs from model curriculum:</b> Flying a Round: To stop the train Trad. Japan: Kaeru no uta Trad. Morocco: A ram sam sam/Pease Pudding Hot</p>	<p><b>Charanga: Let Your Spirit Fly</b>  Singing: <b>Hold a melody with confidence showing control in their singing</b>  Copy back phrases of a song with accuracy of rhythm and pitch across an octave</p>	<p><b>Charanga: Glockenspiel Stage 1</b>  Playing Instruments: <b>Select appropriate instruments for compositions and perform in a group to a specific audience.</b></p>	<p><b>Charanga: Three Little Birds</b>  Listening: <b>Recognise common instruments - flute, violin, piano, trumpet, drum) in recorded music and Identify which family ( brass, woodwind, percussion, string) they belong to</b></p>	<p><b>Charanga: The Dragon Song</b>  Composing: <b>Create musical ideas to accompany a story, manipulating pitch, duration, dynamics and timbre</b> Make a song or chant over a repeated rhythm pattern (Would link</p>	<p><b>Charanga: Bringing Us Together</b>  Notation: <b>Read and create graphic score using given graphics</b> <b>Read minims, crochets, quavers and crotchet rests on a single line</b> Invent pictorial notation to represent</p>	<p><b>Charanga: Reflect, Rewind and Replay</b>  Singing: <b>Hold a melody with confidence showing control in their singing</b> Copy back phrases of a song with accuracy of rhythm and pitch across an octave</p>



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<p>Trad. Bangladesh: Now charia de (A Boatman's Song)</p> <p>Junior Songscape: Listen to the Rain</p> <p>Voicelinks: Extreme Weather</p> <p>Sing Up: Skye Boat Song</p> <p>Trad. Ireland: Be Thou My Vision</p> <p>Junior Voiceworks 1: Now The Sun Is Shining</p> <p>Voiceworks 1: Candle Light</p> <p>Singing Sherlock 2: Shadow</p> <p>Singing Express 3: Mirror</p> <p>Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p> <p><b>Era:</b> Early 20th Ragtime Mid 20th</p> <p><b>Historical Figures</b></p> <p><b>Composers:</b></p> <p>Scott Joplin</p> <p>Paul Wittgenstein</p> <p><b>Instrument:</b> Piano</p> <p><b>Focus Pieces of Music:</b></p> <p>Maple Leaf Rag</p>	<p><b>Playing Instruments:</b> select appropriate instruments for compositions and perform in a group to a specific audience</p>	<p><b>Read and create graphic score using given graphics</b></p> <p><b>Read minims, crochets, quavers and crotchet rests on a single line</b></p> <p>Count bars' rest to know when to come in</p> <p>Control playing at different dynamic levels</p> <p><b>Year 4</b></p> <p><b>Read and write notes A to E on one line</b></p> <p><b>Read and write notes A to E on two lines</b></p> <p><b>Read and play using notation</b></p>	<p><u>Paul Wittgenstein</u></p> <p>Scott Joplin</p>	<p>nicely to the Dorset Music service Samba sessions...)</p> <p><b>Select appropriate instruments for compositions and perform in a group to a specific audience</b></p>	<p>pich, dynamics and duration</p>	
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<p>Ravel's Piano Concerto for the Left Hand</p> <p><b>Other pieces:</b> Traditional music from other parts of the world, Music from baroque, classical, romantic and modern periods</p> <p><b>Useful Resources:</b> Charanga Dorset Music Service</p>						
<p><b>PE</b></p> <p><b>Using GetSet4PE</b></p> <p>PE Order can change <u>Transferable Skills:</u> Understands the benefits of exercise Understand why it is important to warm up Perseveres when learning a new skill Apply strategies to solve problems</p>	<p><b>Indoor: Fundamentals</b> <b>Outdoor: Ball Skills</b> Fundamentals: stop with control when running with control at different speeds. jump for distance and height with an awareness of technique. use body tension to perform balances. co-ordinate their bodies with</p>	<p><b>Indoor: Gymnastics</b> <b>Outdoor: Netball</b> catch a ball passed to them using one and two hands with some success. use space with some success in game situations. Gymnastics choose actions that flow well into one another both on and off apparatus demonstrate some strength and control</p>	<p><b>Indoor: Dance</b> <b>Outdoor: Tag Rugby</b> Dance: Creates short dance phrases that communicate an idea Repeat, remember and perform a dance phrase Use counts to keep in time with a partner and group. Throw with accuracy and consistency to a target</p>	<p><b>Indoor: Fitness</b> <b>Outdoor: Cricket</b> Striking and Fielding Bowl a ball towards a target Choose overarm and underarm throwing and catching skills Strike a bowled ball after a bounce Target Games: Has the correct stance for putting</p>	<p><b>Indoor: Athletics</b> <b>Outdoor: Tennis</b> Athletics: Take part in a relay activity, remembering when to run and what to do Jump for distance and height Use different take off and landings when jumping Throw a variety of objects, changing action for accuracy and distance</p>	<p>The units are 8 week blocks but only 6 weeks pe [and so Athletics/Tennis will be during Summer 2.]</p>



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<p>Reflect on when they are successful and understand why</p> <p>Use key points to improve technique</p> <p>Uses map reading skills</p> <p><b>Team:</b></p> <p>Understands the aim of a game and its relevant tactics</p> <p>Knows which are the key rules and position of the game</p> <p>Works cooperatively with a group to self-manage games.</p>	<p>increased consistency i.e. transfer weight from one side to the other.</p> <p>show balance when changing direction in combination of running, hopping and jumping.</p> <p>use simple tactics to help their team score or gain possession.</p> <p>Ball skills</p> <p>catch a ball passed to them using one and two hands with some success.</p> <p>use a variety of throwing techniques in game situations.</p> <p>strike a ball with varying techniques.</p> <p>kick towards a moving teammate</p> <p>receive a ball sent to them using different parts of the foot.</p> <p>dribble a ball with feet with some</p>	<p>when taking weight on different body parts for longer periods of time.</p> <p>use body tension to perform balances.</p>	<p>Track the path of a ball that is not sent directly to them</p> <p>Shoot with purpose to score</p> <p><b>Move with, send &amp; receive the ball with some control</b></p> <p>Find space away from others and near to a goal.</p> <p>Track an opponent to slow them down</p> <p>Understand roles of attacking and defending</p>	<p><b>Shows balance when striking the ball</b></p>	<p><b>Net and Wall:</b></p> <p>Tennis</p> <p>Volleyball</p> <p>Squash</p> <p>Badminton</p> <p><b>Return a ball to a partner</b></p> <p><b>Hit a ball over a net</b></p> <p>Serve to begin a game</p> <p>Use forehand hitting</p>	
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	control in game situations.					
PSHE Jigsaw Heartsmart	<b>Being Me in My World</b> <b>Celebrating Differences</b> <b>Get Heartsmart!</b> <i>Learning ways of showing love to themselves and others.</i> <b>Don't Forget to Let Love In!</b> <i>Learning how important, valued and loved we are</i>  <b>Living in the wider world</b> <i>(covers community, rules and opinions, appreciating difference, finance and careers)</i> <b>Know about their responsibilities, rights and duties (home, school and the environment)</b> Understand about resolving differences – agreeing and disagreeing Understand how to discuss and debate issues concerning health and wellbeing <b>Know about the ways in which rules and laws keep people safe</b> Understand the qualities someone needs to be on the school council <b>Appreciate difference and diversity (people living in the UK)</b> Know about what is meant by 'stereotypes' <b>Understand budgeting is planning ahead what money you will need</b> <b>Understand what saving up money is</b> Understand different ways of saving up money	<b>Dreams and Goals</b> <b>Healthy Me</b> <b>Too Much Selfie Isn't Healthy!</b> <i>Learning the importance of others and how to love them well</i> <b>Don't Rub It In Rub It Out!</b> <i>Understand how to process negative emotion and choose forgiveness to restore relationships</i>  <b>Health and wellbeing</b> <i>(Covers mental health, physical health)</i> Know that images in the media do not necessarily reflect reality <b>Know about the kinds of change including death that happen in life and the feelings associated with this</b> <i>Know about feeling negative pressure and how to manage this</i> <b>Understand about the importance of school rules for health and safety</b> <b>Know that advertising can influences their choices about food</b> Know that mobile phones that can access the internet have the same risks as computers Apply science knowledge to understand the idea of a balanced diet Know our lives should be in balance eg rest, sleep, work, play, exercise, eating Know some drugs are common in everyday life (medicines, caffeine, alcohol and tobacco)	<b>Relationships</b> <b>Changing Me</b> <b>Fake is a Mistake!</b> <i>Unpacking how to bravely communicate truth and be proud of who we are</i> <b>No Way Through Isn't True!</b> <i>Knowing there is a way through every situation, no matter how impossible it may seem</i>  <b>Relationships RSE</b> <i>(Covers general relationships, sexual relationships, legal basis)</i> <b>Respond to how others are feeling</b> <b>Understand everyone is equal</b> <b>Know about the right to privacy</b> <b>Know about the importance of keeping personal boundaries</b> <b>Know what to consider before sharing pictures of themselves and others online</b> <b>Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help.</b>			



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			Know taking too much of these drugs is dangerous			
<p><b>RE</b></p> <p>Possible resources</p> <p>Ongoing objectives:</p> <p>Suggest how a person may rescue or help others who are in difficult situations</p> <p>Start to understand that they can reflect on different beliefs and whether they are true, while showing respect. Investigation Finding out about the religion and texts:</p> <p><b>Christianity</b></p> <p><b>Hinduism</b></p>	<p><b>Christianity: Creation</b></p> <p>Possible resource: Understanding Christianity: <i>What do Christians learn from the creation story?</i></p> <p>Know that Christians believe that through Jesus all people can become the people of God.</p> <p>Understand that people choose to show commitment to God in different ways</p> <p>Make a link between Judaism and Christianity</p> <p>The Old Testament tells the story of the Jewish people and their relationship with God. It explains that they are the people of God.</p>	<p><b>Hinduism</b></p> <p>RE Discovery: Enquiry: Would celebrating Diwali help Hindus feel like they belong?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>Suggest how participating in worship helps people to feel they belong and give God all their faith.</p>	<p><b>Christianity: Trinity</b></p> <p>Possible resource: Understanding Christianity: <i>What is Trinity?</i></p> <p>Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father God the son (Jesus) and God the Holy Spirit.</p> <p>Know that Christians believe that the Holy Spirit is God's power at work in the world today</p> <p>Know that Jesus promised that people could go to heaven after their bodies die.</p> <p>Suggest how participating in worship helps people to feel they belong and give God all their faith.</p>	<p><b>Christianity: Easter</b></p> <p>Possible resource: Understanding Christianity: <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>Know that Holy week is Jesus's last week.</p> <p>Know that Christians remember the Last Supper in a service called Holy Communion or Mass.</p> <p>Jesus was killed on Good Friday.</p> <p>Christians believe that on Easter Day Jesus rose from the dead, and so is still alive today.</p> <p>Holy week is Jesus's last week.</p>	<p><b>Hinduism (link to River Ganges)</b></p> <p>Possible resource: Discovery: <i>Would visiting the River Ganges feel special to a non-Hindu?</i></p> <p>Suggest places that they have been that are special to them.</p> <p>Know that a Hindu Temple is called a Mandir. Know that Hindu worship is called Puja.</p> <p>Start to empathise with the special feelings a ritual might give, eg ritual at the River Ganges</p> <p>Hindus wash themselves in the River Ganges to wash away the things God would not be pleased with.</p>	<p><b>Hinduism</b></p> <p>Possible resource: RE Discovery: Enquiry: <i>How can Brahman be everywhere and in everything?</i></p> <p>Know that Hindus believe that there is one god with many different aspects.</p> <p>Know that Hindus believe Brahman is in everything.</p> <p>A Hindu Temple is called a Mandir. Hindu worship is called Puja.</p> <p>At Diwali Hindus light a lamp and make a puja tray together. They will go to the temple as a family.</p> <p>The puja tray has a bell, incense and offerings on it.</p>



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	<p>They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>Jesus was Jewish. The New Testament tells the story of His life and what happened afterwards.</p> <p>Christians believe that through Jesus all people can become the people of God. Jesus promised that people could go to heaven after their bodies die.</p>		<p>Christians see the Christian church as part of the ongoing story of the people of God</p> <p>Christians believe Jesus is one of the three persons of the Trinity: God the Father God the son (Jesus) and God the Holy Spirit</p> <p>They believe: the Father created the world</p> <p>He sent a son, who saved his people; He sent the Holy Spirit to his followers. The Holy Spirit is God's power at work in the world today, enabling us to follow Jesus.</p>	<p>On Palm Sunday he entered Jerusalem in triumph.</p> <p>On Maundy Thursday he had his Last supper with his friends, the disciples.</p> <p>Christians remember the Last Supper in a service called Holy Communion or Mass.</p> <p>Jesus was killed on Good Friday.</p> <p>Christians believe that on Easter Day Jesus rose from the dead, and so is still alive today.</p>	<p>Hindus believe that there is one god with many different aspects.</p> <p>Ganesha is the god of wisdom. Lakshmi is the god of wealth.</p> <p>They believe Brahman is in everything. Brahman is like the salt in salt water – you can't see it but you know it is there.</p> <p>Hindus wash themselves in the River Ganges to wash away the things God would not be pleased with.</p> <p>Some Hindus take their dead relatives to the River Ganges to be cremated because Brahman is in everything and the Ganges is a special river.</p> <p><b>Suggest how a person may rescue or help others who are in difficult situations</b></p>	
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### Year group 3: Learning in each half term This MUST cover everything in the long-term coverage document.

Vocabulary from long term plan is shown in *italics* Key things are shown in **bold**. \* Shows when a skill is revisited/revised

					<p><b>Suggest places that they have been that are special to them.</b></p> <p>Explain why water is important for humans</p> <p>Suggest how participating in worship helps people to feel they belong and give God all their faith.</p> <p>Talk about whether they think religious people will be sad when someone dies.</p> <p>Start to talk about whether they think religion is the most important influence and inspiration in everyone's life.</p>	
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