



Year 3 Curriculum 2025-26

Term	Autumn		Spring		Summer	
Core Value	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
Immersion	Creswell Crags - "Artsy Ancients" Day (History)		Bronze Age workshop and monument visit at Weston Park (History)		Botanical Gardens visit (Science) Church visit (RE)	Eureka! (Science) Local walk (Geography)
Output						
History	<p><i>Stone Age</i></p> <p>How did the lives of ancient Britons change during the Stone Age?</p> <ol style="list-style-type: none"> How do people imagine the Stone Age? Who left their footprints on the beach? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons live in camps rather than in caves? How did people live in Britain at the beginning and at the end of the Stone Age? How did the lives of ancient Britons change during the Stone Age? 		<p><i>The Bronze Age</i></p> <p>What are the secrets of the standing stones?</p> <ol style="list-style-type: none"> Why did the Stone Age come to an end? Why was the Amesbury Archer so important? Why do people build monuments? Why did Bronze Age people build monuments at Merrivale? Who was buried at the cist at Merrivale? What is the secret of the Standing Stones?. 		<p><i>The Iron Age</i></p> <p>How do artefacts help us to understand the lives of people in Iron Age Britain?</p> <ol style="list-style-type: none"> How can we recognise Iron Age hill forts today? What might hill forts have looked like when they were first built? How do we know that life wasn't always very peaceful in the Iron Age? What were staters and how did Iron Age people use them? Why have so many wonderful Iron Age artefacts been found underwater? Why do artefacts help us to understand the lives of people in Iron Age Britain? 	
Geography		<i>Human and Physical</i>		<i>Human and Physical</i>		<i>Geographical Skills and</i>



		<p><i>Geography</i></p> <p>Why do so many people live in megacities?</p> <ol style="list-style-type: none"> 1. What are megacities and where are they located? 2. Why did Baghdad become the first city in the world with one million people? 3. Why do cities grow into megacities today? 4. What are the advantages of living in a city? 5. What are the disadvantages of living in a city? 6. Why do people live in megacities? 		<p><i>Geography</i></p> <p>How can we live more sustainably?</p> <ol style="list-style-type: none"> 1. What does being sustainable actually mean? 2. How can we help to make our school more sustainable? 3. Why are we seeing more wind and solar farms in the countryside? 4. How is sustainable development helping the lapwing out of the red? 5. How are solar cookers helping people to live more sustainably? 6. How can we live more sustainably? 		<p><i>Fieldwork</i></p> <p>How and why is my local area changing?</p> <ol style="list-style-type: none"> 1. Why do places change? (man-made development) 2. Why do places change? (natural disasters) 3. How have the physical and human geography features of my area changed? 4. How and why does the quality of the environment change in my local area? 5. How and why is my local area changing?
<p>Science</p>	<p><i>Light</i></p> <p>How are shadows formed and what changes their size?</p> <ol style="list-style-type: none"> 1. Can we see in the dark? 2. How safe is the sun? 3. What is a reflector? 4. What do we mean by transparent, translucent and opaque? 5. How are shadows formed? 6. How does distance from a light source change a shadows size? 	<p><i>Animals including humans</i></p> <p>How do animals move?</p> <ol style="list-style-type: none"> 1. What is a food chain? 2. What nutrients do we get from food? 3. What are the main bones and their functions in a human skeleton? 4. Do all animals have the same skeleton? 5. How do muscles work? 6. How do animals move? 	<p><i>Forces</i></p> <p><i>Friction and magnets</i></p> <p>How far do objects travel on different surfaces?</p> <ol style="list-style-type: none"> 1. How far does a car travel down a ramp?. 2. What is a good prediction? 3. How long will a spinning top spin on different surfaces? 4. How can we sort predictions? 5. How do things move on different surfaces? 	<p><i>Forces [continued]</i></p> <p><i>Magnets</i></p> <p>What objects can move without being touched?</p> <ol style="list-style-type: none"> 1. What is a contact force? 2. What happens when you put two magnets together? 3. What is magnetism? 4. What materials are magnetic? 5. Is the biggest magnet the strongest? 	<p><i>Plants</i></p> <p>What do plants need to grow well?</p> <ol style="list-style-type: none"> 1. What are the functions of different plant parts? 2. How do roots transport water in a plant? 3. Do all plants need the same environment to grow? 4. What plants are in our local environment? 5. What is the lifecycle of a flowering plant? 6. How can plant seeds be dispersed? 	<p><i>Rocks and Soils</i></p> <p>Why do all rocks look different?</p> <ol style="list-style-type: none"> 1. What are rocks made up of and how do we use them? 2. How are different rock types created? 3. How hard are different rocks? 4. What is soil made from? 5. How permeable are different soils? 6. How are fossils formed?



Reading	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> The Stolen Spear by Saviour Pirotta & Davide Ortu (contemporary novel) 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> The Stolen Spear by Saviour Pirotta & Davide Ortu (contemporary novel) 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> Charlotte's Web E.B. White (classic text) 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> The Lost Whale by Hannah Gold & Levi Pinfold (contemporary novel) 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> The Wild Robot by Peter Brown (contemporary novel) 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> Lightning Mary by Anthea Simmons (contemporary novel)
English	<i>Text/s:</i> <ul style="list-style-type: none"> The King who Banned the Dark <i>Extended writing outcome/s:</i> <ul style="list-style-type: none"> Narrative Letter of advice <i>Grammar:</i> <ul style="list-style-type: none"> Revisit & revise Y2 objectives Adjectives, verbs, adverbs Expanded noun phrases Prepositions for time and place Fronted adverbials 	<i>Text/s:</i> <ul style="list-style-type: none"> The Frog Prince cont <i>Extended writing outcome/s:</i> <ul style="list-style-type: none"> Diary entry Alternative fairy tale <i>Grammar:</i> <ul style="list-style-type: none"> Expanded noun phrases Apostrophes for possession and omission. Determiners (vowel vs consonant and a/an) Clauses and phrases Subordinating conjunctions to express time, place and cause. 	<i>Text/s:</i> <ul style="list-style-type: none"> Mouse Bird Snake Wolf by David Almond, illustrated by Dave McKean <i>Extended writing outcome/s:</i> <ul style="list-style-type: none"> Character description Poetry <i>Grammar:</i> <ul style="list-style-type: none"> Expanded noun phrases Prepositional phrases Apostrophes for possession and omission. Determiners (vowel vs consonant and a/an) Clauses Subordinating conjunctions to express time, place and cause. 	<i>Text/s:</i> <ul style="list-style-type: none"> Varjak Paw <i>Extended writing outcome/s:</i> <ul style="list-style-type: none"> Persuasive Letter Description <i>Grammar:</i> <ul style="list-style-type: none"> Word class revision Determiner revision Noun phrase Adverbial phrase Prepositional phrases 	<i>Text/s:</i> <ul style="list-style-type: none"> The Iron Man <i>Extended writing outcome/s:</i> <ul style="list-style-type: none"> Newspaper report <i>Grammar:</i> <ul style="list-style-type: none"> Tenses Simple past, simple present, present/past progressive, present perfect Noun phrase Adverbial phrase Prepositional phrases Direct Speech 	<i>Text/s:</i> <ul style="list-style-type: none"> The Pebble in My Pocket <i>Extended writing outcome/s</i> <ul style="list-style-type: none"> Diary entry Non-fiction writing <i>Grammar:</i> <ul style="list-style-type: none"> Adverbs and adverbial phrases Prepositions and prepositional phrases Direct speech
Maths	Place Value: <ul style="list-style-type: none"> - To represent numbers to 100 - To partition numbers to 100 	Addition and Subtraction: <ul style="list-style-type: none"> - To add 2 numbers (no exchange) - To add 2 numbers (across a 10) 	Multiplication and Division <ul style="list-style-type: none"> - To multiply by 4 - To divide by 4 - To multiply by 8 - To divide by 8 	Fractions <ul style="list-style-type: none"> - To understand denominators of unit fractions - To compare and order unit fractions 	Fractions <ul style="list-style-type: none"> - To add fractions - To subtract fractions - To partition the whole - To find unit fractions of a set of objects 	Time <ul style="list-style-type: none"> - To understand years, months and days - To understand days and hours - To understand hours



	<ul style="list-style-type: none"> - To use a number line to 100 - To use hundreds - To represent hundreds to 1000 - To partition numbers to 1000 - To use flexible partitioning of numbers to 1000 - To use hundreds, tens and ones - To find 1, 10 or 100 more or less - To use a number line to 1000 - To estimate on a number line to 1000 - To compare numbers to 1000 - To order numbers to 1000 - To count in 50s <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> - To apply number bonds within 10 - To add and subtract 1s - To add and subtract 10s - To add and subtract 100s - To spot patterns - To add 1s across a 10 - To add 10s across a 100 - To subtract 1s across a 10 - To subtract 10s across a 100 - To make connections 	<ul style="list-style-type: none"> - To add 2 numbers (across a 100) - To subtract 2 numbers (across a 10) - To subtract 2 numbers (across a 100) - To add 2-digit and 3-digit numbers) - To subtract a 2-digit number from a 3-digit number - To use complements to 100 - To estimate answers - To use the inverse <p>Multiplication and Division</p> <ul style="list-style-type: none"> - To multiply using equal groups - To use arrays - To use multiples of 2 and 10 - To use sharing and grouping - To multiply by 3 - To divide by 3 - To use the 3 times table <p>Statistics</p> <ul style="list-style-type: none"> - To interpret pictograms - To draw pictograms - To interpret bar charts - To draw bar charts - To collect and represent data - To use two-way tables 	<ul style="list-style-type: none"> - To use the 8 times table - To use the 2, 4 and 8 times table <p>Length and Perimeter</p> <ul style="list-style-type: none"> - To measure in metres and centimetres - To measure in millimetres - To measure in centimetres and millimetres - To use metres, centimetres and millimetres - To recognise equivalent lengths (m and cm) - To recognise equivalent lengths (cm and mm) - To compare lengths - To add lengths - To subtract lengths - To measure perimeter - To calculate perimeter 	<ul style="list-style-type: none"> - To understand numerators of non-unit fractions - To understand the whole - To compare and order non-unit fractions - To use fractions on scales - To represent equivalent fractions as bar models <p>Mass and Capacity</p> <ul style="list-style-type: none"> - To use scales - To measure mass in grams - To measure mass in kilograms and grams - To understand equivalent masses (kg and g) - To compare mass - To add and subtract mass - To measure capacity and volume in millilitres - To measure capacity and volume in litres and millilitres - To understand equivalent capacities and volumes (l and ml) - To compare capacity and volume - To add and subtract capacity and volume 	<ul style="list-style-type: none"> - To find non-unit fractions of a set of objects - To find fractions of amounts <p>Money</p> <ul style="list-style-type: none"> - To use pounds and pence - To convert pounds and pence - To add money - To subtract money - To find change <p>Time</p> <ul style="list-style-type: none"> - To understand roman numerals to 12 - To tell the time to 5 minutes - To tell the time to the minute - To read time on a digital clock - To use am and pm 	<ul style="list-style-type: none"> and minutes (start and end times) - To understand hours and minutes (durations) - To understand minutes and seconds - To use units of time - To solve problems with time <p>Properties of Shape</p> <ul style="list-style-type: none"> - To recognise turns and angles - To recognise right angles - To compare angles - To measure and draw accurately - To recognise horizontal and vertical - To recognise parallel and perpendicular - To recognise and describe 2-D shapes - To draw polygons - To recognise and describe 3-D shapes - To make 3-D shapes
<p>Art</p>	<p><i>Mark Making</i> Use of tone to create realistic drawings (link to science: light)</p> <p>Artist Focus: Matisse</p>	<p><i>Drawing</i> One-point Perspective (Link to geography: Megacities)</p> <p>Artist Focus: Stephen Wiltshire, Shoreditch</p>			<p><i>Painting - Iron Age Hill Fort</i></p> <p>Artist focus: Claude Monet</p>	



	<ol style="list-style-type: none"> 1. Pattern 2. Tonal value with patterns 3. Using patterns to show tone 4. Guided observational draw 5. Using patterns to show texture 6. Modelled observational draw 7. Draw final piece 	<p><i>Sketcher, Matt Cockayne</i></p> <ol style="list-style-type: none"> 1. <i>Pattern focus - link to patterns seen in buildings</i> 2. <i>Artist study lesson</i> 3. <i>Introduce perspective - key vocab and guided draw</i> 4. <i>Modelled draw of a building found in city. Detail focus</i> 5. <i>Planning of final piece</i> 6. <i>Draw final piece</i> 7. <i>Add colour to specific areas from artist study</i> 			<ol style="list-style-type: none"> 1. Introduce using powder paint and mixing colours to create gradients of hues 2. Shade and tints in painting. 3. Texture in painting - stippling. Look at examples of Claude Monet's work to analyse texture techniques 4. Plan final piece - identify colours and textures needed 5. Paint background of final piece 6. Paint foreground of final piece 	
<p>DT</p>			<p><i>Sustainable food</i></p> <p>How do we make puddings crumble? - Creating and making a fruit crumble</p> <ol style="list-style-type: none"> 1. Why do all crumbles not taste the same? 2. How can I design a product that is suitable for my intended user? 3. How can I design a recipe for my target audience to follow <p>Practical- practise cutting</p>	<p><i>Sustainable designers</i></p> <p>How can I turn something old into something new? - Design and make a money wallet</p> <ol style="list-style-type: none"> 1. How can fashion be sustainable? 2. How can I design a sustainable money wallet? 3. How can I join my fabric? 4. How do I secure my money wallet? 5. How can I turn something old into something new? - Evaluating product 		<p><i>Structures and electronics</i></p> <p>How do I light up the Sheffield skyline?</p> <ol style="list-style-type: none"> 1. What makes a good nightlight? 2. How do I cut wood safely? 3. How does metal help us to join things together? 4. What will my finished design look like? 5. How do I make my design appealing?



	<u>Session 2</u> will link to this term's core value	<u>Session 2</u> will link to this term's core value	<u>Session 2</u> will link to this term's core value	<u>Session 2</u> will link to this term's core value	<u>Session 2</u> will link to this term's core value	<u>Session 2</u> will link to this term's core value
PE	<p><i>Athletics</i></p> <p>Modified Athletics</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can run showing balance over extended distances. • I can jump off of 1 foot and • 2 feet landing successfully. • I can throw objects towards a designated target. <p>Sequence:</p> <ol style="list-style-type: none"> 1. To improve running technique. 2. To combine different powerful jumps. 3. to increase distance when throwing basic equipment. 4. To recognise the concept of pacing. 5. To improve accuracy when throwing a bean bag, 6. To compete in a class competition. 	<p><i>Games</i></p> <p>Hot Shots Basketball, Tag Rugby, Mini Football (Attack v Defence)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can catch various size balls from short distances. • I can pass a ball using hands and feet short distances and they can vary the pass. • I can play within a team in various invasion games. • I understand the differences between attack and defence. <p>Sequence:</p> <ol style="list-style-type: none"> 1. Basketball - To handle the ball with control. 2. Basketball - To improve attacking skills. 3. Football - To control the ball when in possession and when receiving. 4. Football - To improve the attacking tactics of the team. 5. Tag Rugby - To pass and receive a rugby ball. 6. Tag Rugby - To pass whilst moving with the ball at the right time. 	<p><i>Gymnastics</i></p> <p>Foundation Key Steps Gymnastics</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can perform a low level Key Steps floor and apparatus routine showing a range of flexibility. • I can analyse a performance list ways that it could be better. <p>Sequence:</p> <ol style="list-style-type: none"> 1. To link various balances through rolling. 2. To show various shapes whilst in flight. 3. To link all skills covered to perform a short routine. <p><i>Dance</i> Storytelling - Greek Mythology</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can perform a combination of teacher led. Can act 1 counts of 8 to the dance. • I can analyse a performance and list ways that it could be better. <p>Sequence:</p> <ol style="list-style-type: none"> 1. To use a story to create a 	<p><i>Racket Sports</i></p> <p>Mini Tennis, Mini Badminton</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can hit the ball to yourself with control. • I can maintain a two bounce rally with a partner. • I can recognise how to alter the racket grip in order to hit the ball into space. <p>Sequence:</p> <ol style="list-style-type: none"> 1. Tennis. To attempt a rally using a forehand. 2. Tennis. To attempt a rally using a forehand. 3. Tennis. To show an understanding of aiming the ball into space. 4. Badminton. To successfully serve a shuttlecock over a net. 5. Badminton. To demonstrate a defensive shot within a game (recognising why it is defensive). 6. Badminton. To demonstrate an attacking shot within a game (recognising why it is attacking). 	<p><i>Orienteering</i></p> <p>Orientating a Map</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can solve problems in teams using organisational, communication and ordering skills. • I can show clear organisation skills when problem solving. • I show sensitivity when talking to other children in problem solving. <p>Sequence:</p> <p>To use key features to help find location on a map. To solve problems as a team when completing a course. To orientate a map.</p> <p><u>Personal Health and Fitness</u> <i>Components of Fitness</i></p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can work in groups to • set up circuit sessions, yoga poses and aerobic activities. • I use teacher resource cards to set up relevant fitness sessions. • I try not to set up activities that don't 	<p><i>Striking and Fielding Games</i></p> <p>Dynamos Cricket, Modified Baseball</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • I can bowl using the under arm technique. • Furthermore, I can hit the ball when batting from a feed (perhaps from teaching staff). • I can recognise the rules of Dynamo Cricket and Baseball and I can select the batting pairs accordingly. • -The stronger players will coach and assist the weaker players within Dynamo Cricket and Baseball. <p>Sequence:</p> <ol style="list-style-type: none"> 1. Cricket. To bowl accurately firstly under arm and then over arm. 2. Cricket. To field a ball effectively. 3. Cricket. To demonstrate a variety of shots within a game. 4. Baseball. To recognise the basic rules of a new game. Baseball



			<p>performance.</p> <ol style="list-style-type: none"> To use space and gesture to add to the performance. To use cannon, formations and unison to aid my performance. 		<p>include all children.</p> <p>Sequence:</p> <ol style="list-style-type: none"> To recognise the difference between endurance, power and speed. To recognise sports where cardiovascular endurance, speed, agility and power are needed. To recognise the difference between reaction time, balance and flexibility. 	<p>To successfully hit the ball forwards.</p> <ol style="list-style-type: none"> Baseball. <p>To independently pitch and field.</p>
<p>Music</p> <p><i>[Units involving peripatetic instruction rotated over the year]</i></p>	<p><i>I've been to Harlem</i></p> <p>Lesson 1</p> <ul style="list-style-type: none"> Get to know the song Begin to learn the song Listen to the shape of the melody and represent the pitch using actions. <p>Lesson 2</p> <ul style="list-style-type: none"> Show the shape of the tune and add an accompaniment Recap singing the song and show the shape of the tune with our voices. Listen to I've been to Tonga. Talk about two pieces that use the pentatonic scale. Make up an accompaniment for the singing using notes from the pentatonic scale. <p>Lesson 3</p> <ul style="list-style-type: none"> Practice singing, 	<p><i>Latin Dance</i></p> <p>Lesson 1</p> <ul style="list-style-type: none"> <p>Lesson 2</p> <ul style="list-style-type: none"> <p>Lesson 3</p> <ul style="list-style-type: none"> Introducing a new tune Dee Cee with new note C. Practise singing and playing different rhythms on the glockenspiel and listen and appraise others. <p>Lesson 4</p> <ul style="list-style-type: none"> Play C,D, E with new rhythms created from improvisations. Introduce a new musical element -Tempo. Try changing the different variables including tempo. Introduce the note F. Play alongside DEF. Perform, share and evaluate. 	<p>Instrumental mandatory term - Ukulele</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Introduce yourself to group Get the group comfortable with each other Establish 3 rules of handling the ukulele Learn to identify main parts of ukulele Learn basics of strumming/plucking <p>Lesson 2</p> <ul style="list-style-type: none"> Review rules of group/handling ukulele Review frets Introduce kodalay Ta,Tay-tay Recap "I spied a spy" ensuring the pulse is felt by the group <p>Lesson 3</p> <ul style="list-style-type: none"> Review rules of class/handling of ukulele Review terms: pulse, rhythm and introduce <p>Lesson 6</p> <ul style="list-style-type: none"> Review rules of class/handling of ukulele Review last half term Introduce the full Tonic Sol-Fa Introduce chords (and the difference between notes and chords) Learn the C chord <p>Lesson 7</p> <ul style="list-style-type: none"> Review rules of class/handling of ukulele Review the full Tonic Sol-Fa Review C chord Learn the A minor chord <p>Lesson 8</p> <ul style="list-style-type: none"> Review rules of class/handling of ukulele Review C and A minor chords Learn the F chord <p>Lesson 9</p>	<p><i>Fly with the Stars</i></p> <p><i>Recognise the structure of a song, changing chords and identify crotchet and quaver durations. Develop composing skills.</i></p> <p>Lesson 1</p> <ul style="list-style-type: none"> Get to know the song <p>Lesson 2</p> <ul style="list-style-type: none"> Show the shape of the tun. <p>Lesson 3</p> <ul style="list-style-type: none"> Practice singing, keeping a steady beat <p>Lesson 4</p> <ul style="list-style-type: none"> Play note rhythms to the rest and chorus following chord changes in the song <p>Lesson 5</p> <ul style="list-style-type: none"> Explore accompaniment ideas <p>Lesson 6</p> <ul style="list-style-type: none"> Create and perform a class arrangement 		



	<p>keeping a steady beat.</p> <ul style="list-style-type: none"> Learn the melody of <i>Tongo</i>. <p>Lesson 4</p> <ul style="list-style-type: none"> Learn cup rhythms Learn a series of rhythms to play along with I've been to Harlem. Keep a beat using a 'prop' cup. <p>Lesson 5</p> <ul style="list-style-type: none"> Create and perform Invent melodic and rhythmic accompaniments to I've been to Harlem. Perform the song to an audience 	<p>Lesson 5</p> <ul style="list-style-type: none"> Introduce rests. Listen and appraise and rehearse the performance of Dee Cee Blues. Perform, share and evaluate. <p>Lesson 6</p> <ul style="list-style-type: none"> Consolidate learning of pulse, rhythm, duration, tempo. Create unpitched instruments from around the classroom. Rehearse and perform with a pulse in the background. Listen and appraise using an evaluation sheet. 	<p>pitch</p> <ul style="list-style-type: none"> Recap Kodaly Recap "I spied a spy" Some pupils move on to "Sunday Morning" when confident <p>Lesson 4</p> <ul style="list-style-type: none"> Review last weeks session Recap Kodaly Ta, Tay-tay, rest and Two phrases Recap "I spied a spy" Introduce Sunday morning <p>Lesson 5</p> <ul style="list-style-type: none"> Review rules of class/handling of ukulele Review the 4 strings and the pitches of them Introduce the Tonic Sol-Fa and how we use it to sing and pitch Practice for a ½ term performance/recording Allow time for pupils to think about all the new techniques they have learnt this half term so far. 	<ul style="list-style-type: none"> Review rules of class/handling of ukulele Review C and A minor and F chords Begin creating our own pieces for our final performance <p>Lesson 10</p> <ul style="list-style-type: none"> Review rules of class/handling of ukulele Review C and A minor and F chords Complete our class composition 	
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<p>RE</p>	<p>What do Christians learn from the creation story? <i>(Christianity)</i></p> <ol style="list-style-type: none"> How do Christians believe the world was created? What does God say about creation? How do Christians celebrate God as the creator? What goes wrong in Genesis 3? What does 'the Fall' mean for Christians? How do Christians say sorry to God? 	<p>What is it like for someone to follow God? <i>(Christianity)</i></p> <ol style="list-style-type: none"> How is the bible organised? What is Noah's story with God? What is meant by the 'People of God'? What is a covenant? What promises do Christians make? Who else makes promises? 	<p>How do festivals and worship show what matters to a Muslim? <i>(Islam)</i></p> <ol style="list-style-type: none"> What guides a Muslim's way of life? What is God like? Why and how do Muslims pray? What is Sawm? How does Eid-ul-Fitr show worship? How can the world benefit from ibadah? 	<p>How do festivals and worship show what matters to Jewish people? <i>(Judaism)</i></p> <ol style="list-style-type: none"> Why do so many Jewish people celebrate Shabbat? Why is Rosh Hashanah so important to Jewish people? What happens at Yom Kippur? What is the story of Pesach? Why do Jewish people have a Sedar meal at Pesach? What prayers and blessings do Jewish people say? 	<p>What kind of world did Jesus want? <i>(Christianity)</i></p> <ol style="list-style-type: none"> Why do Christians follow Jesus? What is Gospel? How did Jesus show love? How are churches making the world like Jesus wanted? How do Christians show Jesus' teachings? Do Jesus' teachings go beyond religion? 	<p>How and why do people try to make the world a better place? <i>(Thematic unit)</i></p> <ol style="list-style-type: none"> What is wrong with the world? Can the 'golden rule' help people work out how to make the world a better place? What is the Jewish belief of tikkun Olam? How does Zakat help Muslims make the world a better place? How does Jesus' sacrifice inspire Christians to make the world a better place? How do non-religious people help make the world a better place?
<p>Spanish</p>	<p><i>I am learning Spanish</i></p> <ol style="list-style-type: none"> Q: ¿Qué aprendas?(What are you learning?) A: aprendo espanol Q: ¿Qué aprendas?(What are you learning?) A: aprendo espanol Q: ¿Hola, cómo estás? (Hello, how are you?) A: Estoy... Q: ¡Adios! (Goodbye!) A: ¡Hasta luego! Q: ¿Como te llamas? (What is your name?) A: Me llamo Q: ¿Qué número es? (What number is it?) A: Es... Q: ¿Qué color es?(What colour is it?) A: Es... Q: ¿Cual es tu color favorito? A: Mi color favorito es el... 	<p><i>Animals</i></p> <ol style="list-style-type: none"> Q: ¿Qué es eso? (What is this?) A: Es un / una Q: ¿Qué es eso? (What is this?) A: Es un / una Q: ¿Qué es eso? (What is this?) A: Es un / una Q: ¿Cuál es tu animal favorito? (Which is your favourite animal?) A: Mi animal favorito es un / una... Q: ¿Quién eres? (Which animal are you?) A: Soy un / una... 	<p><i>Instruments</i></p> <ol style="list-style-type: none"> Q: ¿Qué es eso? (What is this?) A: Es un / una Q: ¿Qué es eso? (What is this?) A: Es un / una Q: ¿Qué es eso? (What is this?) A: Es un / una Q: ¿Cuál es tu instrumento favorito? (Which is your favourite instrument?) A: Mi instrumento favorito es el / la ... Q: ¿Que tocas? (Which instrument do you play?) 	<p><i>Fruits</i></p>		



			A: Toco el / la...	
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