

Y3 Summer Half-term 6 Plan 21/22

Subject	Weekly detail						
WRITING: composition	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Links:	Narrative: Dangle (short film) To be able to create expanded noun phrases Class-generate a bank of expanded noun phrases to use in next lesson To be able to write prepositional phrases Using prepositions and noun phrases from previous lesson to describe images	Narrative: Dangle (short film) To be able to edit content to improve its effectiveness Review and edit writing from previous lesson: consider adverbs, prepositions, verbs, adjectives, good vs better choices L.O. To be able to describe a character's emotions Watch rest of short film; teach	Narrative: Dangle (short film) To be able to use time conjunctions to link events Expand vocab by introducing phrases; verbal practice of recounting imaginary events from 1st person POV To be able to use fronted adverbials Focus on comma placement and effect of adverbial on verb in main clause	Narrative: Dangle (short film) To know how to write in the past tense Grammar practice of simple past and past progressive sentence writing To be able to record and organise facts Plan content for final 'report' on what happened To be able to orally present a report Talk-based consolidation	Narrative: own stories To be able to describe a hero and a villain Recap and apply expanded noun phrases and effective verbs To be able to describe a setting Recap and apply prepositional phrases To be able to describe the outline of a story	Narrative: own stories To be able to write an extended narrative Week-long writing project: tell the story they have planned Focus on grammar elements covered, along with essentials: CL, FS, use of paragraphs, consistent past tense	Transition Week: Consolidation / finishing

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	<p>To be able to re-tell a short section of a story Using expanded noun phrases and prepositional phrases to re-tell first part of Dangle story</p> <p style="text-align: center;">-</p>	<p>/ recap emotions vocab; track character's emotions</p> <p>To be able to describe a setting from a character's point of view Part 1: Freeze-frame, fixed point in narrative; complete planning sheet Part 2: use words from planning sheet to write descriptive sentences</p>	<p>To be able to write a first person recount Using past tense, write 1st person eye-witness statements of man walking up hill and pulling rope; application of all grammar taught so far</p>	<p>and rehearsal for writing in next lesson</p> <p>To be able to write consistently in past tense and 3rd person BIG WRITE - Police report briefing of the incident – set out in sections Who, What Where, Why When</p>	<p>Recap and apply story mountain</p> <p>To be able to write dialogue Recap using inverted commas and range of speech verbs; practice for writing story next week</p>		
WRITING: VGP	1	2	3	4	5	6	7
	Expanded noun phrases prepositional phrases	adverbs, prepositions, verbs, adjectives,	1st person commas fronted adverbials	simple past past progressive	recap of prior inverted commas	consolidation of all prior	Transition Week: Consolidation / finishing
WRITING: Spelling	1	2	3	4	5	6	7

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<p>Pupils still accessing phonics to have spellings linked to their current Set</p> <p>Links:</p> <p style="color: green;">From KS1 key words</p> <p style="color: purple;">Y3 spellings</p> <p style="color: orange;">Grammar/ spellings</p> <p style="color: blue;">Topic words</p>	tasty tastiest pretty prettiest information separation lotion contraption machine object library famous	because history interest describe quietly happily angrily change dangerous poisonous	important extreme height gently simply humbly finally shadow source light	though through notice certain basically dramatically frantically equator hemisphere southern	February quarter imagine division invasion television collision block protect northern	No spellings given out this week	<p>Transition Week:</p> <p>Consolidation / finishing</p>
<p>Writing Transcription</p> <p>Following Sheffield Structured Material</p>	grip u j lfog	hut sun jug jam	rub jog jump just	gust w v uj	win wet wag vet	van will went have	<p>Transition Week:</p> <p>Consolidation / finishing</p>
<p>READING: Comprehension</p>	1	2	3	4	5	6	7
Text: Operation Gadgetman Chapter focus on using VIPERS skills.	Text: Operation Gadgetman Chapter focus on using VIPERS skills.	Text: Operation Gadgetman Chapter focus on using VIPERS skills.	Text: Operation Gadgetman Chapter focus on using VIPERS skills.	Text: Operation Gadgetman Chapter focus on using VIPERS skills.	Text: Operation Gadgetman Chapter focus on using VIPERS skills.	Text: Operation Gadgetman Chapter focus on using VIPERS skills.	<p>Transition Week:</p> <p>Consolidation / finishing</p>

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	Vocabulary taken from each chapter.	Vocabulary taken from each chapter.	Vocabulary taken from each chapter.	Vocabulary taken from each chapter.	Vocabulary taken from each chapter.	Vocabulary taken from each chapter.	
Reading (Jo H PPA) Links: English Writing Science RE	VIPERS: Look for sentence checker elements in printed text: Non-fiction – RE or science	VIPERS: Look for sentence checker elements in printed text: Non-fiction – RE or science	VIPERS: Look for sentence checker elements in printed text: Fiction	VIPERS: Look for sentence checker elements in printed text: Fiction	VIPERS Reading aloud with emphasis on full stops.	VIPERS Reading aloud with different dynamics.	VIPERS Reading aloud with emphasis on speech.
MATHS	1	2	3	4	5	6	7
Links:	Power Maths 3C Unit 10 Number – Fractions Lesson 1 To be able to recognise equivalent fractions with small denominators Lesson 2 To be able to recognise and show equivalent	Power Maths 3C Unit 10 Number – Fractions Lesson 4 To be able to compare fractions using <, > or = Lesson 6 To be able to add fractions (within 1 whole, same denominator)	Power Maths 3C Unit 12 Angles and Properties of Shapes Lesson 1 To know that a right-angle is a quarter turn Lesson 2 To be able to find right angles in shapes Lesson 3	Power Maths 3C Unit 12 Angles and Properties of Shapes Lesson 6 To be able to identify parallel and perpendicular lines Lesson 7 To be able to recognise and describe 2D shapes using the language	Power Maths 3C Unit 13 Mass Practical lesson using scales and different objects to weigh Lesson 1 To be able to read a range of scales including those with missing intervals	Power Maths 3C Unit 13 Capacity Practical lesson using measuring jugs of different sizes with a variety of scales Lesson 1 To be able to measure volume in litres and millilitres using a variety of scales	Transition Week: Consolidation / finishing Maths Assessment: Power Maths summer 2

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	fractions with small denominators Lesson 3 To be able to find equivalent fractions using proportional reasoning Maths Assessment: Power Maths Spring 2	Lesson 7 To be able to subtract fractions (within 1 whole, same denominator) Lesson 8 To be able to solve problems by adding or subtracting fractions	To be able to recognise angles that are greater than, equal to or less than a right angle Lesson 5 To be able to identify horizontal and vertical lines	parallel and perpendicular Lesson 4 To be able to draw a 2D shape accurately End of Unit Check	Lesson 2 To be able to read a range of scales where kg and g are mixed Lesson 3 To be able to convert amounts in g to values in both kg and g	Lesson 2 To be able to read mixed units of capacity and convert them to millilitres Lesson 3 To be able to convert between litres and millilitres including mixed units	
CALCULATION	1	2	3	4	5	6	7
Links: <i>See DfE Guidance doc for criteria relating to codes</i>	Lesson 1 & 2 Power Maths 3C Unit 11 Time Lesson 2 – Hours in a day Lesson 3 Scaling by 10	Lesson 1 & 2 Power Maths 3C Unit 11 Time Lesson 4 – Telling the time to 5 minutes Lesson 3	Lesson 1 & 2 Power Maths 3C Unit 11 Time Lesson 5 – Telling the time to the minute Lesson 3	Lesson 1 & 2 Power Maths 3C Unit 11 Time Lesson 6 – Telling the time to the minute Lesson 3	Lesson 1 & 2 Power Maths 3C Unit 11 Time Lesson 7 – Telling the time to the minute Lesson 3	Lesson 1 & 2 Power Maths 3C Unit 11 Time Lesson 8 – Finding the duration Lesson 3	Transition Week: Consolidation / finishing

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	Lesson 4	Mixed operations Lesson 4	Scaling by 10 Lesson 4	Mixed operations Lesson 4	Scaling by 10 Lesson 4	Mixed operations Lesson 4	
	Times tables practice and test (2x÷)	Times tables practice and test (5x÷)	Times tables practice and test (10x÷)	Times tables practice and test (4x÷)	Times tables practice and test (8x÷)	Times tables practice and test (3x÷)	
SCIENCE	1	2	3	4	5	6	7
<p>Links – Maths, English</p> <p>Sc3/4.1 Light</p> <p>Sc3/4.1a Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b Notice that light is reflected from surfaces</p> <p>Sc3/4.1c Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Sc3/4.1a <u>L.O. To be able to explain what is light and what is dark.</u> Learn that light travels in waves in straight lines from a light source.</p> <p>Sort sources and non-sources of light.</p> <p>Identify where light is coming from.</p> <p>Outcome: Sorting table - drawn Completed mind maps and assessment sheet discussion.</p>	<p>Sc3/4.1a <u>L.O. To know why we can see objects</u> Recap knowledge of senses. Recap light comes from a light source -in waves and straight lines.</p> <p>Light and sight are 2 things we need to see.</p> <p>Name the pupil.</p> <p>Know the 4 steps of why we can see an object.</p> <p>Explore light being reflected off an object then to our eyes.</p>	<p>Shorter lesson due to Mosque visit</p> <p><u>L.O. To be able to explain the difference between night and day.</u> Recap key info on time (hours, days)</p> <p>Know why we can't see the light from the sun at night.</p> <p>Torch /ball demo</p> <p>Outcome: Assemble then draw a sun/earth diagram with labels.</p>	<p>Sc3/4.1b <u>L.O. To be able to explain which materials are reflective.</u> Recap light sources- objects that emit light.</p> <p>Learn new terms Absorb, reflect, reflective, non-reflective.</p> <p>Know that different surfaces react differently to light.</p> <p>Explore materials</p> <p>Outcome: Complete a table to show reflective/non-reflective</p>	<p>Sc3/4.1d <u>L.O. To understand how shadows are formed.</u> Understand opaque/translucent materials.</p> <p>Shadows investigation.</p> <p>Complete a table together (opaque/translucent materials).</p> <p>Who/what do shadows belong to?</p> <p>Investigate objects in the class that can make a shadow.</p>	<p>Sc3/4.1c Sc3/4.1e Weather dependent <u>L.O. To know how and why shadows made by the sun change throughout the day.</u> Know the travel of the sun throughout the day.</p> <p>Record the impact of this on the shadows formed throughout the day.</p> <p>Observe the change in temperature during the day</p>	<p>Sc3/4.1c Sc3/4.1e <u>L.O. To understand how shadows can be different sizes</u> Know that objects closer to the light source are bigger – example of moving an object closer to their eye, then further away.</p> <p>Possibly do in w5 Outcome: Create shadow puppets for use with cardboard stages. Use distance from light source to effect.</p>

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<p>Sc3/4.1d Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e Find patterns in the way that the size of shadows change.</p>		<p>Outcome: Drawn diagram</p>		<p>materials, based on investigation.</p>	<p>Outcome: Create shadows with different objects. Explain what they discovered.</p>	<p>Outcome: Diagram to record the different positions and size of shadows. Class bar chart to record temperatures.</p>	
ART & DESIGN	1	2	3	4	5	6	7
Links:	No Art this half term						
COMPUTING	1	2	3	4	5	6	7
Links:	No lesson this week	No lesson this week	No lesson this week	<p>To know how to navigate the Garage Band menu</p> <p>Know the layout and different classifications and how to find given instruments in Garage Band</p>	<p>To be able to perform a simple ostinato on Garage Band</p> <p>Join in with a piece of music using pitches / rhythm specified on their choice of Garage band instrument</p>	<p>To be able to record a simple ostinato with backing</p> <p>Use the record function (with headphones) to record a simple ostinato with backing of their choice e.g. rhythm</p>	<p>Transition Week:</p> <p>Consolidation / finishing</p>
DESIGN & TECHNOLOGY	1	2	3	4	5	6	7

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<p>Links:</p> <p>Reading: Operation Gadgetman</p>	<p>No lesson this week</p>	<p>Evaluate existing</p> <p>To be able to describe how a variety of contraptions work</p> <p>Outcome: discussion around existing contraptions – how they work, effectiveness of design</p> <p>Curriculum: DT2 1.3a Evaluate - look at existing contraptions.</p> <p>To be able to give an overview of a design idea</p> <p>Outcome: complete a brief explaining how their</p>	<p>Design</p> <p>To be able to produce a detailed design for a product</p> <p>Outcome: sketch of final design, linked to brief from last lesson (Share and discuss ideas with others);</p> <p>flow chart (Order the main stages of making)</p> <p>list materials to be used (Choose materials to use based on suitability of their properties)</p> <p>Curriculum:</p>	<p>Design – test ideas</p> <p>To be able to test ideas with working prototypes</p> <p>Outcome: parts of trap made from actual materials to test if they work</p> <p>Photos and comments – mid-point evaluation</p> <p>Curriculum: DT2 1.2a</p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Follow safety procedures</p>	<p>Make</p> <p>To be able to measure and cut with accuracy</p> <p>Outcome: Start making final version based on plans etc</p> <p>Curriculum: DT2 1.2a DT2 1.4a Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Create axles and levers as required</p>	<p>Make</p> <p>To be able to join and assemble accurately</p> <p>Outcome: Finish making final version</p> <p>Curriculum: DT2 1.2a DT2 1.4a Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Create axles and levers</p>	<p>Evaluate own</p> <p>To be able to evaluate a project against an original design</p> <p>Outcome: Written evaluation with photo / video</p> <p>Curriculum: DT2 1.3b</p> <p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>
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		<p>contraption will fulfil the following criteria:</p> <p>Different marbles should start and finish; One marble should change direction; There should be at least two moving parts (not including the marbles); Clearly identify what will happen at the end</p> <p>Curriculum: DT2 1.1a Research contraptions and develop design criteria</p> <p>Describe the purpose of their product and how it will work</p>	<p>DT2 1.1a continued DT2 1.1b</p> <p>Represent ideas in diagrams and annotated sketches</p>	<p>Choose materials to use based on suitability of their properties</p> <p>Use design criteria whilst making</p> <p>Possible materials / tools: Cardboard boxes Square and round dowel Flat card cotton reels axles</p> <p>Scissors PVA glue pegs to hold masking tape Heavy duty scissors Saws, saw boards Glue guns</p>	<p>Know structures can be made more stable by giving them a wide base.</p> <p>Follow safety procedures</p> <p>Join 2 pieces with masking tape firmly</p> <p>Use hot glue gun with supervision</p> <p>Sawing Glue guns with 1-1 supervision</p>	<p>Know structures can be made more stable by giving them a wide base.</p> <p>Follow safety procedures</p> <p>Join 2 pieces with masking tape firmly</p> <p>Use hot glue gun with supervision</p> <p>Sawing Glues guns with 1-1 supervision</p>	
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		<p>Explain how parts of their product work</p> <p>Generate realistic ideas that meet needs of user</p> <p>-Types of contraption</p>					
GEOGRAPHY	1&2		3&4		5&6		7
Links:	<p>To be able to identify countries in relation to the equator</p> <p>The children learn where the equator, the northern and the southern hemispheres are. They then use atlases to identify countries in each area</p> <p>Outcomes: The children each have a map which they have labelled (equator, northern and southern hemispheres) and coloured in and labelled 5 countries in each area</p>		<p>To be able to describe the location of Pakistan</p> <p>The children locate Pakistan on a world map along with the capital city and different regions. Look at where Pakistan is in relation to Mecca and the UK and the countries which surround it.</p> <p>Outcomes: The children each have a map with Pakistan and the surrounding countries etc. labelled</p>		<p>To be able to describe the culture and landscape of Pakistan</p> <p>The children work in pairs to research facts about key religions, climate and landscape of Pakistan</p> <p>Outcomes: In pairs the children produce a poster using Publisher about Pakistan</p>		<p>Transition Week:</p> <p>Consolidation / finishing</p>
HISTORY	1	2	3	4	5	6	7
Links:	No History this half term						
MFL	1	2	3	4	5	6	7

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Links:	Lesson 23 To know the conjunction <i>mais</i> Outcome: p.21 in workbook - write simple sentences in French using <i>mais</i>	Lesson 24 To know the phrase <i>C'est</i> Outcome: speaking and listening focus, using <i>c'est</i> in questions and statements	Lesson 25 To know the conjunction <i>aussi</i> <i>Outcome:</i> speaking and listening focus, using <i>aussi</i> in statements	No lesson this week	No lesson this week	No lesson this week	Transition Week: Consolidation / finishing
MUSIC	1&2		3&4		5&6		7
Links:	Music Express Y3: Sounds Lesson 1 To be able to describes aerophones Outcome: identify instruments that fit this classification; perform on boomwhackers, from a simple graphic score		Music Express Y3: Sounds Lesson 2 To be able to describe idiophones Outcome: identify instruments that fit this classification; perform on tuned percussion; call and response from aural memory / graphic score		Music Express Y3: Sounds Lesson 3 To be able to describe chordophones Outcome: identify instruments that fit this classification; join a performance on tuned percussion		Transition Week: Consolidation / finishing
PE (indoor)	1	2	3	4	5	6	7
Rounders Links:	To be able to throw and catch a ball accurately	To be able to develop consistency in throwing skills	To be able to develop batting skills Warm up: ch in 4 lines taking it	To be able to develop a range of fielding techniques	To be able to develop an understanding of the rules of rounders	To be able to develop an understanding of the rules of rounders	Transition Week: Consolidation / finishing

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<p>Warm up: ch in a small group (5/6). One child stands in the middle and throws the ball in turn to the other children</p> <p>Main activity: Model aiming between shoulders and waist when throwing and catching with two cupped hands.</p> <p>In pairs the ch stand opposite each other throwing and catching a ball. They work with their partner to complete 20 successful catches in a row</p> <p>Outcome:</p>	<p>Warm up: ch in a large circle. Three children in the middle throwing the ball in turn to the other children</p> <p>Main activity: Model throwing underarm, keeping arm straight.</p> <p>Two groups of 5/6 children take it in turns to throw a tennis ball at a target on the wall. Focus on accuracy. Two more groups throw ball into hoops on the floor from different distances (groups swap)</p> <p>Outcome:</p>	<p>in turns to throw the ball at a target</p> <p>Main activity: Model grip with thumb and finger in a v shape, holding the bat just above the waist.</p> <p>Ch in small groups with a batter, a bowler, a back stop and several fielders. Using a tennis racquet the batter hits the ball to each fielder in turn (rotate positions)</p> <p>Outcome: The ch work as a team in their respective roles</p>	<p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p> <p>Main activity: Model throwing accurately rather than quickly</p> <p>Ch in 5 groups of six – bowler, backstop, batter, catcher and fielders. The batter hits the ball in turn to the fielders who then throw the ball to the catcher (rotate positions)</p> <p>Outcome:</p>	<p>Warm up: ch in 4 lines taking it in turns to throw the ball at a target</p> <p>Main activity: Discuss the rules and emphasise the need for teamwork (take the bat with you when you run, can be stumped out at the base if you don't reach it in time, can be caught out)</p> <p>4 teams in 2 short games. The batter bats until they hit the ball then they have to run.</p> <p>Outcome: The ch bowl and bat effectively and</p>	<p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p> <p>Main activity: Discuss the rules from last week adding the 3 strikes and you're out rule and emphasise the need for teamwork</p> <p>4 teams in 2 short games.</p> <p>Outcome: The ch bowl and bat effectively and field efficiently using tactics and recognising</p>
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PE (outdoor)	1	2	3	4	5	6	7
<p>The children can throw and catch accurately without dropping the ball</p> <p>The children are able to throw underarm with accuracy</p> <p>The ch bowl and bat effectively and field efficiently</p> <p>field efficiently using tactics and recognising each other's strengths</p> <p>each other's strengths</p>	<p>To be able to throw and catch a ball accurately</p> <p>Warm up: ch in a small group (5/6). One child stands in the middle and throws the ball in turn to the other children</p> <p>Main activity: Model aiming between shoulders and waist when throwing and catching with two cupped hands.</p>	<p>To be able to develop consistency in throwing skills</p> <p>Warm up: ch in a large circle. Three children in the middle throwing the ball in turn to the other children</p> <p>Main activity: Model throwing underarm, keeping arm straight.</p> <p>Two groups of 5/6 children take it in turns to throw a</p>	<p>To be able to develop running and jumping skills</p> <p>Warm up: jogging and stretches</p> <p>Main activity: Split the class into two groups.</p> <p>Time ch running 50m</p> <p>Each child does a standing jump Measure how far they jumped (swap activities)</p> <p>Outcome:</p>	<p>To be able to develop a range of fielding techniques</p> <p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p> <p>Main activity: Model throwing accurately rather than quickly</p>	<p>To be able to develop on running and jumping skills</p> <p>Warm up: jogging and stretches</p> <p>Main activity: Split the class into two groups.</p> <p>Time ch running 50m</p> <p>Each child does a standing jump Measure how far they jumped (swap activities)</p> <p>Outcome:</p>	<p>To be able to develop an understanding of the rules of rounders</p> <p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p> <p>Main activity: Discuss the rules from last week's indoor PE session adding the 3 strikes and</p>	<p>Transition Week:</p> <p>Consolidation / finishing</p>

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	In pairs the ch stand opposite each other throwing and catching a ball. They work with their partner to complete 20 successful catches in a row Outcome: The children can throw and catch accurately without dropping the ball	tennis ball at a target on the wall. Focus on accuracy. Two more groups throw ball into hoops on the floor from different distances (groups swap) Outcome: The children are able to throw underarm with accuracy	The children each have a time for 50m and a distance for their long jump	Ch in 5 groups of six – bowler, backstop, batter, catcher and fielders. The batter hits the ball in turn to the fielders who then throw the ball to the catcher (rotate positions) Outcome: The ch bowl and bat effectively and field efficiently	The children each have a time for 50m and a distance for their long jump. Have they beaten their previous time/distance?	you're out rule and emphasise the need for teamwork 4 teams in 2 short games. Outcome: The ch bowl and bat effectively and field efficiently using tactics and recognising each other's strengths	
RE	1	2	3	4	5	6	7
Links: RSHE Religion, family and community: Prayer (Continued now that visits are enabled NB -mosque visit as they missed this in Y2)	<u>VISITOR</u> <u>L.O. To understand how communities can be strengthened through understanding different religions.</u> Link to the similarities we explored previously and to the importance of community cohesion. Visit from a Jewish lady to explain the value of prayer for Jews and	<u>L.O. To understand the concept of life as a journey and apply this to their own experience</u> To understand that a journey is part of our everyday life. To reflect on their 'life' journey so far. That Muslims and Hindus have a religious journey to take.	<u>MOSQUE VISIT</u> <u>L.O. To be able to explain how religious families and communities live out their faith</u> Recap of previous learning on places of worship: church, mosque, synagogue. Discuss what we could expect to see in the mosque today. Outcome:	<u>L.O. To know the key principles of Hinduism</u> Learn: ...that Hinduism does not emphasise a fixed set of beliefs rather the idea of 'dharma', the performance of duties, and the way of life. ...that a Hindu's life is a journey from one body to another.	<u>L.O. To think about different views of a big question: does a human have a soul?</u> Learn that religions try to answer the question what happens to the soul or spirit when we die. Outcome: Soul activity – folded paper representing soul and physical appearance	<u>L.O. To understand the concept of everlasting life</u> Recap: What do mean by the term 'our soul'? Hindu funeral Discuss what is meant in the <i>Hindu scriptures</i> when it describes death as simply casting off one set of clothes and putting on a new one. Consider why Hindus value all life and how	<u>L.O. To understand the milestones of birth and death in Islam and Christianity</u> (Christian and Muslim belief about life after death) What do some people think carries on after we have died? Read from religious texts <i>Matthew chapter 28</i>

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<p>Judaism and Islam</p> <p>The journey of life and death</p> <p>Hindus Muslims Christians</p>	<p>similarities between religions.</p> <p>Outcome: Q &A session</p>	<p>Look at a map of journeys. Discuss and consider the different possibilities. Understand a link to our lives being different journeys and link to religions.</p> <p>Outcome: Children explain their thoughts and develop the ability to express their reasons.</p>	<p>Mosque visit and follow up discussion.</p>	<p>Examine similarities between Hinduism and Islam, Christianity and Judaism and identify the key differences.</p> <p>Outcome: Brainstorm sheets – one for each religion studied so far, noting similarities. Together – flip chart of differences in Hinduism.</p>	<p><u>L.O. To understand the key milestones in Hinduism</u> Consider a Hindu's journey following the natural process of growing up. -4 stages (Ashramas) -Naming ceremony -Marriage</p> <p>Outcome: Using props, act out the 'seven steps' of a traditional Hindu wedding around the sacred fire and the promises that are made between the bride and groom. Groups are organised according to if ch agree with these promises? Would you include any more? Agree/disagree again.</p>	<p>this relates to their daily life.</p> <p>Outcome: Produce an illustrated cycle of rebirth, using the concept of karma to explain</p>	<p><u>Qur'an 2:156</u> <u>Qur'an 6:32</u></p> <p>Outcome: Explain the emotions associated with birth and death. (table with emotions and reasons) Discuss why they are different and the link to religious significance.</p>
RSHE	1	2	3	4	5	6	7
Links:	No RSHE this week	No RSHE this week	No RSHE this week	No RSHE this week	<p>Transition discussions Y4</p> <p>What are my questions?</p> <p>Chn will write some questions they have about Y4</p>	<p>Transition discussions Y4</p> <p>What will my teacher be like?</p> <p>Chn will write some questions directly to their next teacher. Class</p>	<p>Transition discussions Y4</p> <p>What do I want my teacher to know about me?</p> <p>Chn will write key facts and information they</p>

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						will vote on which they want to ask and these will be passed on to receiving teacher.	want their next teacher to know about them.
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