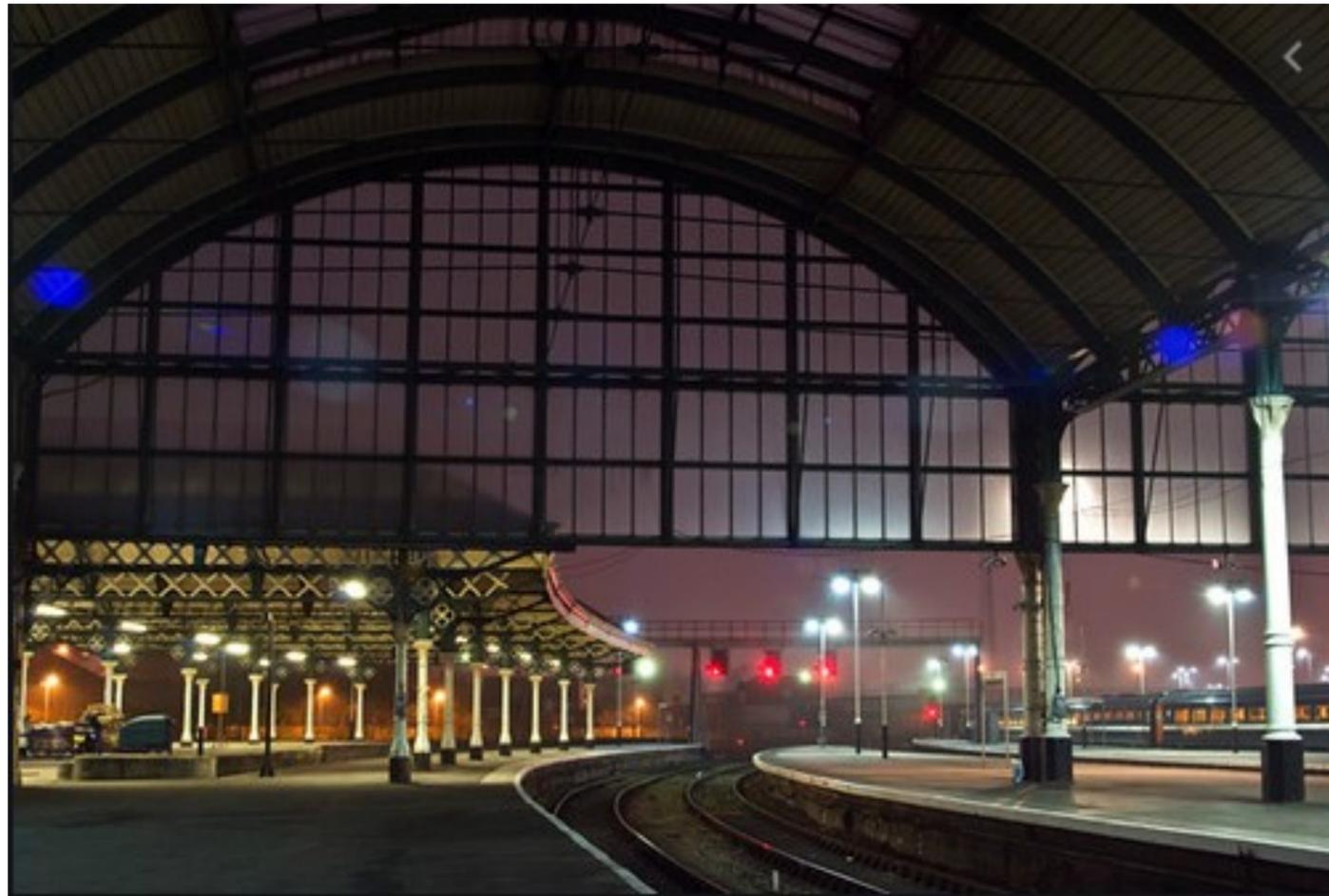




It's a Hull thing!



Year 3/4

Autumn 2020



# Immersion



## SPARCS

RP Day - Full day

Carousel learning day - what do we know about trains in the past and present?

## Experiences

Hull Train Station - Visit the station and take a ride to Cottingham and back again

History Museum - look at local history of the train station and Hull Trains

Walk the old railway line from North Hull to Hornsea

Interview someone from Hull Trains

## Presentation of Learning

Art exhibition - Polar Express as the inspiration and looking at sketching and drawing for movies/TV/live animation

Create own movies using sketches and drawings and showcase them at the art exhibition

National Curriculum Links History

**NC5:** A local history study

**NC6:** A study of an aspect or theme in British history that extends the pupils chronological knowledge beyond 1066

Historians

As Historians we will be studying our local railway station. We will learn about the start of rail travel from the past to the present day and the changes that have been seen in rail travel over time. We will look at the earliest trains and rail travel and investigate why rail travel was invented and how it was used in the past and now in the present day. We will plot the most significant changes in rail travel on a timeline to show from the first railway to the present day. We will visit our local train station and look for evidence of the past and present. We will travel by rail and experience a journey. We will explore where train travel is going in the future.

**History Final Outcome**

Large timeline (train) explaining the history learnt across the unit. Film for twitter (children within carriages explaining each timeline strand.)

Skill

I can sequence key events in the history of train transportation on a timeline using dates to reference key people and events.

Skill

I can use secondary sources to gain an insight into early trains and use these to help explain what I understand about trains.

Skill

I can evaluate the effectiveness of sources and use reliable sources that apply to Hull.

Knowledge

- Understand the order of events
- Understand the difference between the past and present.

Vocabulary

- Chronological
- Order
- Period
- Generation
- Future

Knowledge

- Understand the difference between primary and secondary sources

Vocabulary

- Primary
- Secondary
- Sources
- Justify
- Relevant

Knowledge

- Understand how to depict relevant information

Vocabulary

- Justify
- Contradict
- Chapter
- Media
- Interpret

Skill

I can describe the key developments in the evolution of train travel and use this to discuss the impact these had on future travel.

Skill

I can explain the impact the building of train lines had on the community and trade in the city.

Skill

I can compare and contrast the use of trains from when they were built to present day.

Knowledge

- Understand how something changes over time
- Understand the features of a train

Vocabulary

- Period
- Derive
- Duration
- Proceed
- Affect

Knowledge

I know where the train lines around the city are located. I can describe the features around the train lines and stations. I understand why these features are there.

Vocabulary

- Deduce
- Document
- Significant
- Attribute
- Decade

Knowledge

I know how trains have changed over time. I understand what has caused these changes I can describe the affect this had on passengers and trade.

Vocabulary

- Similar
- Difference
- Cause
- Affect
- Impact

National Curriculum Links Geography

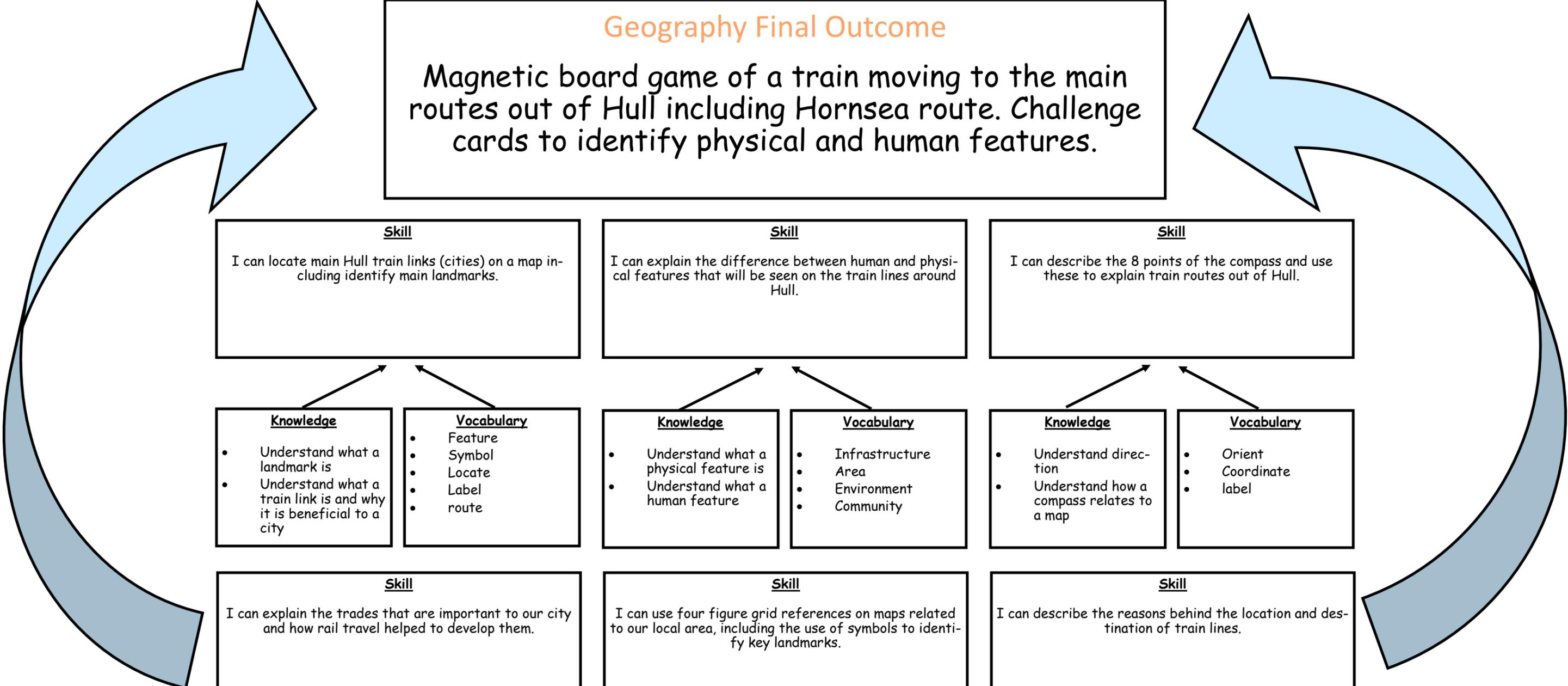
**NC2:** name and locate counties and cities of the UK and identify human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time.  
**NC5:** describe and understand key aspects of human geography; including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  
**NC7:** use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the UK.

Geographers

As Geographers we will be studying human and physical geography. We will be learning about our local area with a specific focus on the railway and the different routes in, around and out of the city. We will look at the rail links and learn about how they are important for trade within the city. We will look at old maps that show the railway lines in the past. We will walk some of the old track from North Hull to Hornsea. We will look for prominent landmarks and make a map. We will learn to use compass points to plan and plot routes.

**Geography Final Outcome**

Magnetic board game of a train moving to the main routes out of Hull including Hornsea route. Challenge cards to identify physical and human features.



Skill  
 I can locate main Hull train links (cities) on a map including identify main landmarks.

Knowledge

- Understand what a landmark is
- Understand what a train link is and why it is beneficial to a city

Vocabulary

- Feature
- Symbol
- Locate
- Label
- route

Skill  
 I can explain the difference between human and physical features that will be seen on the train lines around Hull.

Knowledge

- Understand what a physical feature is
- Understand what a human feature

Vocabulary

- Infrastructure
- Area
- Environment
- Community

Skill  
 I can describe the 8 points of the compass and use these to explain train routes out of Hull.

Knowledge

- Understand direction
- Understand how a compass relates to a map

Vocabulary

- Orient
- Coordinate
- label

Skill  
 I can explain the trades that are important to our city and how rail travel helped to develop them.

Knowledge

- Understand why trade is important to a city.
- Understand the main trade links for Hull on a train

Vocabulary

- Economy
- Income
- Currency
- Commodity
- Revenue

Skill  
 I can use four figure grid references on maps related to our local area, including the use of symbols to identify key landmarks.

Knowledge

- I know how to orient a map.
- I understand why a map can be set out into grids.
- I know which order to read the references.

Vocabulary

- Feature
- Symbol
- Locate
- Label
- route

Skill  
 I can describe the reasons behind the location and destination of train lines.

Knowledge

- I know where the train lines around the city have been located.
- I understand the factors that affect where rail lines are laid.

Vocabulary

- Economy
- Statistic
- Perspective
- Area
- decline



# Humanities

Assessment

History	WT	Expected
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>Handle and use sources of evidence to make observations and simple comparisons</li> <li>Ask questions such as: What was it like for people? What happened? How long ago? Why did this event occur? What happened after the event? Why did people/someone act like they did? Would it be the same today?</li> <li>Understand some ways we find out about the past</li> <li>Understand and show how the past has been represented</li> </ul>	<ul style="list-style-type: none"> <li>Handle and use Primary and Secondary sources to find out about a period studied in order to make comparisons and find out information about the past</li> <li>Use a range of sources/evidence to build up a picture of the past, beginning to evaluate the usefulness of the source/s</li> <li>Describe different accounts of a historical event, explaining the reasons why the accounts may differ</li> <li>Suggest causes and consequences of some of the main events and changes in history</li> <li>Ask questions such as: What was (<i>historical focus</i>) like at an earlier time in history? How has (<i>historical focus</i>) changed for stayed the same during or since the period studied? What caused the (<i>historical focus</i>) and what consequences of (<i>historical focus</i>) can we still see today in Britain? Why was such an event seen as significant after the time? Why is this period in history seen as significant to Britain now?</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>Describe historical events</li> <li>Describe significant people from the past</li> <li>Recognise that there are reasons why people in the past acted as they did</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts/events/sources and sequence events within lifetime or period being studied on a simple time line</li> <li>Label time lines with words/pictures or phrases such as: past, present, older and newer</li> <li>Talk about changes that have occurred in their own lives</li> <li>Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events on a time line using dates, for people and events beyond living memory</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line</li> <li>Use dates and terms to describe events</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, years, decades, centuries, similar, difference, affect and cause when talking about and writing about the past</li> <li>Show an understanding of the concept of nation and a nation's history</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, change, chronology, similar, difference, significant, impact, interpret, affect, cause, generation, proceed, decade and source</li> <li>Use literacy and numeracy to high standard when communicating information about the past</li> </ul>
<b>Vocabulary</b>	<b>Understand and use:</b> period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept	<b>Understand and use:</b> period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, (into writing) duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary



# Humanities

Assessment

	End of KS1	End of Lower KS2
<b>To investigate places</b>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</li> <li>• Use a range of resources to identify the key physical and human features of a location</li> </ul>
<b>To investigate patterns</b>	<ul style="list-style-type: none"> <li>• Identify land use around the school</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the locality of the school has changed over time</li> </ul>
<b>Geographical content</b>	<p>Use basic geographical vocabulary to refer to:</p> <p><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p> <p>Use geographical vocabulary: symbol, cycle, erode, label, locate, survey, route, orient, area, globe, community, environment</p>	<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</li> </ul> <p>Use geographical vocabulary: process, globe, erode, cycle, decline, symbol, feature, label, locate, annual, resource, perspective, survey, route, orient, co-ordinate, community, environment</p>

National Curriculum Links

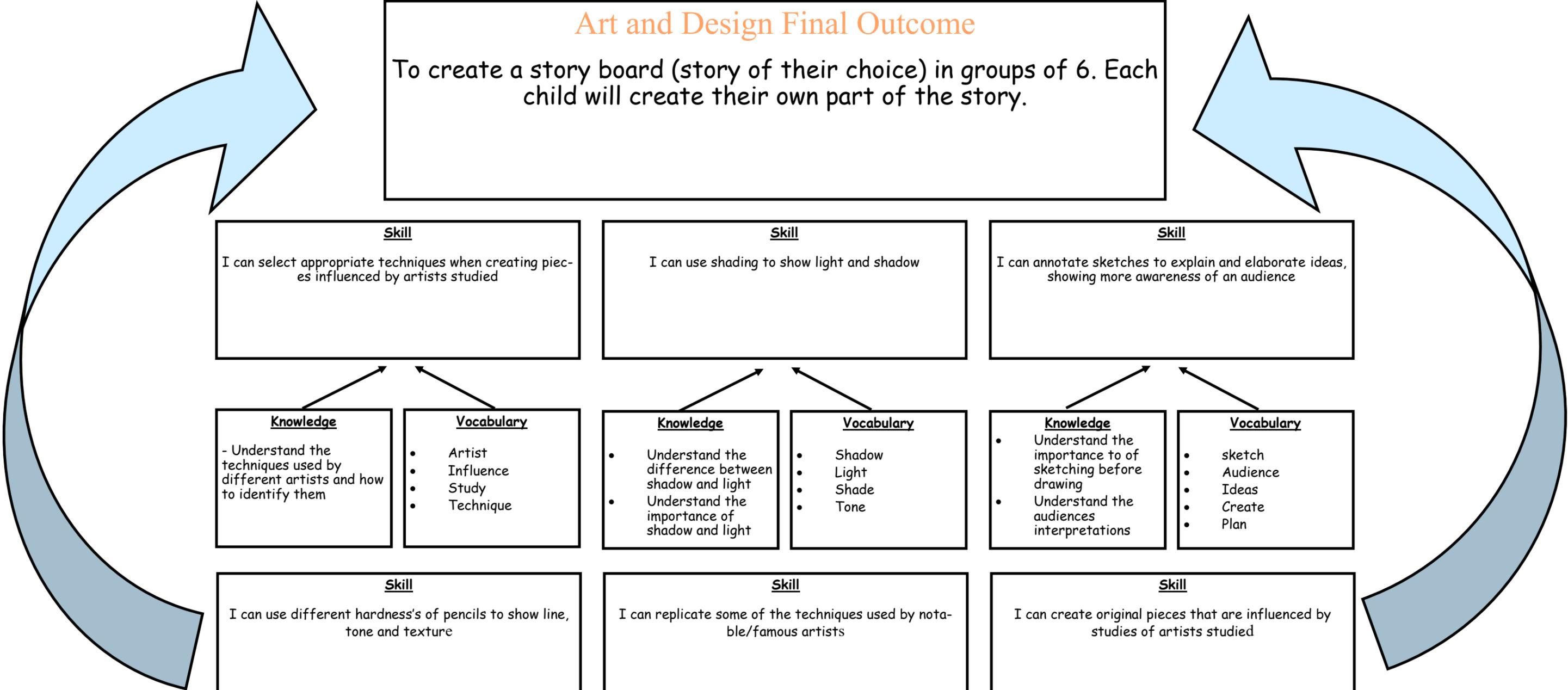
NC1: to create sketch books to record their observations and use them to review and revisit ideas  
NC2: to improve their mastery of art and design techniques, including **drawing**, painting and sculpture with a range of materials (for example, **pencil**, charcoal, paint, clay)  
NC3: learn about great artists, architects and designers in history.

Art and Design

As Artists we will be using the book 'Polar Express' as a starting point to look at and study illustrative art. We will look at and talk about how illustrations are used to create moving images. We will look at the illustrations from the earliest animated Disney films. We will sketch and draw/paint our own illustrations and use them to create a movie. Our movie will be show cased at our Art Exhibition. We will learn how to sketch and use shading and form to create our images. We will look at a range of famous illustrators (from books) and see how their illustrations differ and what it is that makes them different to others.

**Art and Design Final Outcome**

To create a story board (story of their choice) in groups of 6. Each child will create their own part of the story.



Skill

I can select appropriate techniques when creating pieces influenced by artists studied

Knowledge

- Understand the techniques used by different artists and how to identify them

Vocabulary

- Artist
- Influence
- Study
- Technique

Skill

I can use shading to show light and shadow

Knowledge

- Understand the difference between shadow and light
- Understand the importance of shadow and light

Vocabulary

- Shadow
- Light
- Shade
- Tone

Skill

I can annotate sketches to explain and elaborate ideas, showing more awareness of an audience

Knowledge

- Understand the importance to of sketching before drawing
- Understand the audiences interpretations

Vocabulary

- sketch
- Audience
- Ideas
- Create
- Plan

Skill

I can use different hardness's of pencils to show line, tone and texture

Knowledge

- Understand the difference in each pencil and how they show on the paper.
- Understand the difference between tone and texture

Vocabulary

- Pencil
- Line
- Tone
- Texture

Skill

I can replicate some of the techniques used by notable/famous artists

Knowledge

- Understand the technique used by famous artists
- Understand the difference between techniques

Vocabulary

- Artist
- Technique
- Difference
- Replicate

Skill

I can create original pieces that are influenced by studies of artists studied

Knowledge

- Understand what an original piece of art means
- Understand what an influenced piece of art means

Vocabulary

- Influence
- Original
- Piece
- Ark
- Artist

National Curriculum Links Design and Technology

**Design**  
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,

**Make**  
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities

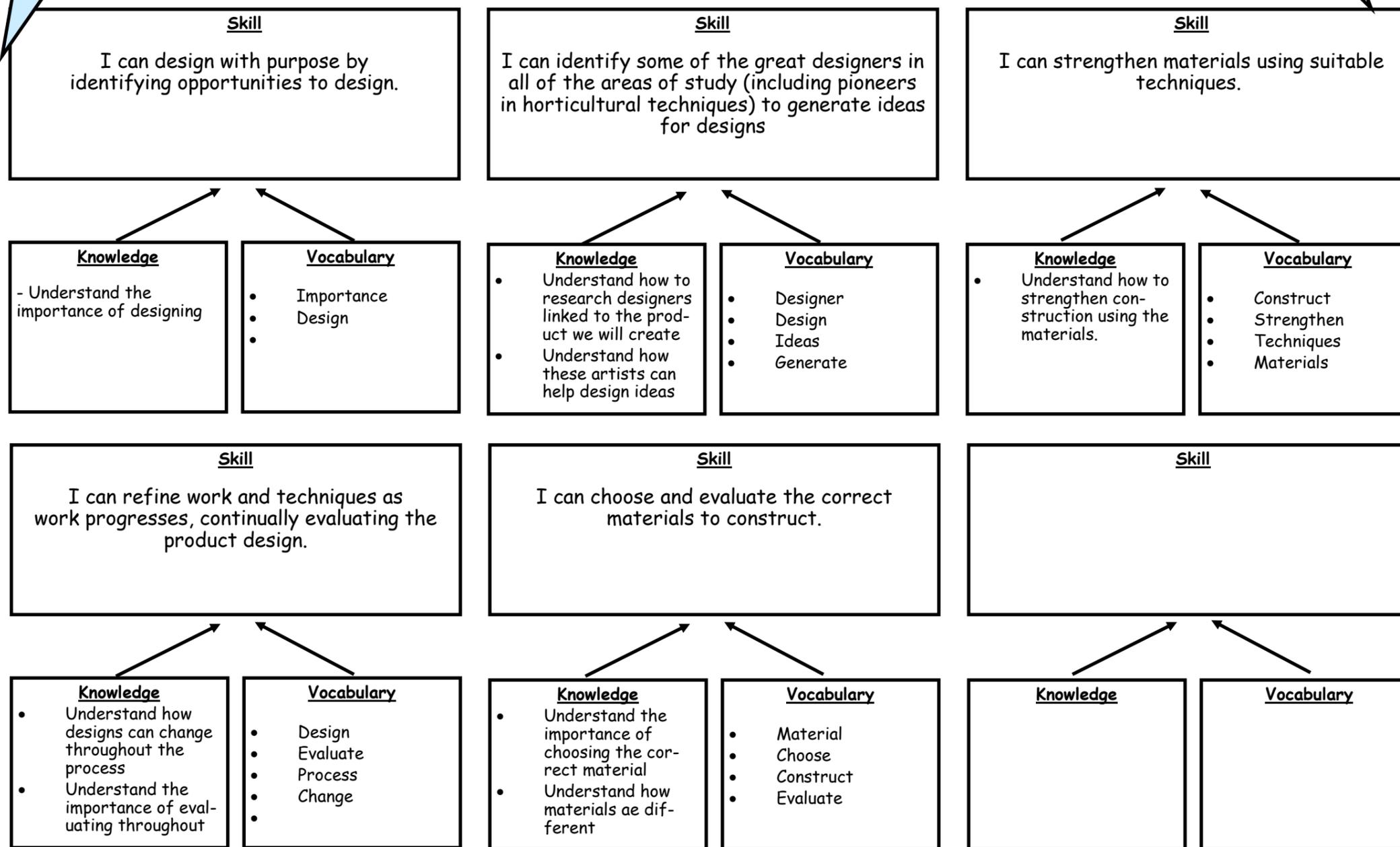
**Evaluate**  
investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex

Design and Technologists

As Designers we will research, draw, sketch and design a viaduct. We will learn about how to make a structure strong by using a range of strengthening techniques. We will build a viaduct using only newspaper and a range of joining materials. The structure will need to carry the weight of a small toy train. We will evaluate our designs and products and then re-make them to create the best outcome possible.

**Design Technology Final Outcome**

**Viaduct made from newspaper**





# Art and Design Technology

Assessment

Art	WT	Expected
Painting	<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary</p> <p>Add white to colours to make tints and black to colours to make tones</p>	<p>Select and use a range of brushes to produce shapes, textures, patterns and lines appropriate to the task</p> <p>Mix colours to create new colours for a purpose</p> <p>Create mood using a range of colour</p>
Drawing	<p>Draw lines that are different sizes and thickness's</p> <p>Be able to colour their own work neatly, following the lines</p> <p>Use dots and lines to add texture and show pattern</p> <p>Use different tones when using coloured pencils</p>	<p>Use different hardness's of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate ideas, showing more awareness of an audience</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture</p>
Art Appreciation	<p>Talk about the work of notable/famous artists</p> <p>Use creative ideas and styles of artists studied to create their own artwork</p>	<p>Replicate some of the techniques used by notable/famous artists</p> <p>Create original pieces that are influenced by studies of artists studied</p> <p>Select appropriate techniques when creating pieces influenced by artists studied</p>



# Art and Design Technology

Assessment

DT		WT	Expected
To master practical skills	Materials	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>	<ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul>
	Construction	<ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul>
To design, make, evaluate and improve		<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul>	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul>
To take inspiration from design throughout history		<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul>

**National Curriculum Links**

- NC1:** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- NC2:** improvise and compose music for a range of purposes using the inter-related dimensions of music
- NC3:** listen with attention to detail and recall sounds with increasing aural memory
- NC4:** use and understand staff and other musical notations
- NC5:** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- NC6:** develop an understanding of the history of music.

**Music Charanga**

- Year3: Autumn A: Let your spirit fly** (As musicians we will learn to sing an R&B inspired song. We will learn about the style of R&B and where it originated)
- Year3: Autumn B: Glockenspiel Stage 1** (As musicians we will learn about the language of music through playing a glockenspiel. We will explore and develop our playing skills)
- Year4: Autumn A: Mamma Mia** (As musicians we will learn to sing a timeless classic 70s song. We will listen to a range of 70s pop music songs and develop our musical language, composition and improvising skills.)
- Year4: Autumn B: Glockenspiel Stage 2** (As musicians we will develop our playing skills and follow up on the work we did last year by playing glockenspiels. We will explore and develop playing as an ensemble.)

**Music Final Outcome**

Perform song to partner class (using voices and instruments)

Year 3

**Skill**  
I can play and perform in solo and ensemble contexts

- Knowledge**
- Understand when different parts play in a group.
  - Know how to stay in time.
  - Understand how to read music.

- Vocabulary**
- Groups
  - Solo
  - Ensemble
  - Timing

**Skill**  
I can play notes accurately on a glockenspiel

- Knowledge**
- Understand the different notes of a glockenspiel
  - Understand how to read music

- Vocabulary**
- notes
  - Play
  - Accurately
  - Glockenspiel

**Skill**  
I can compose music for a purpose.

- Knowledge**
- I understand the type of music I am performing.
  - I know musical notation.
  - I know how to read music.

- Vocabulary**
- Performance
  - Musical
  - Notes
  - Stave

Year 4

**Skill**  
I can keep a simple part within a group when singing and playing either the glockenspiel

- Knowledge**
- Understand the importance of working as a group
  - Understand the different roles within the group

- Vocabulary**
- ensemble
  - Group
  - Single
  - Solo
  - Sing

**Skill**  
I can play notes accurately on a glockenspiel

- Knowledge**
- Understand the different notes of a glockenspiel
  - Understand how to read music

- Vocabulary**
- notes
  - Play
  - Accurately
  - Glockenspiel

**Skill**  
I can use breathing accurately to control the voice when singing a song

- Knowledge**
- understand the importance of breathing when singing
  - Understand where the voice comes from

- Vocabulary**
- Voice
  - Breath
  - Control
  - Song
  - Diaphragm



# Music

Assessment

Music	WT	Expected
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing melodies accurately - following a simple melody</li> <li>• Know when and how to play a glockenspiel and a range of un-tuned percussion instruments</li> <li>• Use their voice and instruments to make long and short sounds</li> <li>• Imitate changes in pitch using their voice and a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a range of songs from memory with accurate pitch</li> <li>• Keep a simple part within a group when singing and playing either the glockenspiel or violin (Yr4)</li> <li>• Use breathing accurately to control the voice when singing a song</li> <li>• Play notes accurately on a glockenspiel or violin (Yr4)</li> <li>• Start to show awareness of an audience and how to perform with greater control for others</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>• Use long and short sounds to create a sequence</li> <li>• Clap a simple rhythm</li> <li>• Create a range of different sounds (long and short, loud and quiet, high and low)</li> <li>• Choose sounds to create an effect for a specified theme</li> <li>• Create a short musical pattern</li> <li>• Create a short rhythmic phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs as part of a group and solo</li> <li>• Create repeated patterns using a glockenspiel and Violin (yr4) and a range of un-tuned instruments</li> <li>• Create accompaniments for familiar tunes</li> <li>• Choose, order, combine and control sounds to create an effect for a specified theme</li> </ul>
<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition</li> <li>• Perform their own and others musical representations</li> </ul>	<ul style="list-style-type: none"> <li>• Devise their own non-standard symbols to indicate when to play and when to rest</li> <li>• Recognise the notes EGBDF and FACE on the musical staff</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</li> </ul>
<b>Describing music</b>	<ul style="list-style-type: none"> <li>• Talk about the beat of a tune</li> <li>• Recognise and talk about changes in timbre, dynamics and pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the terms: duration, timbre, pitch, beat, tempo, texture and use of silence when describing music</li> <li>• Evaluate music to identify areas of likes and dislikes</li> <li>• Discuss the effect layers of sound have on the overall mood and feeling of pieces of music from a range of genres</li> </ul>
<b>Musical Genres</b>	Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra	RnB, Rap, Pop, Hip Hop, Soul, Gospel, Reggae and Disco



# PE



PE	End of KS1	End of Lower KS2
<b>Games</b>	<p>Understand the concept of different teams.            Begin to use basic skills in succession. E.g. running and then kicking.            Start to think about tactics e.g. what works well and what doesn't.</p>	<p>Throw and catch with control and accuracy.            Strike a ball and field with control.            Use knowledge of tactics to develop a strategy for a game.            Understand the basic rules to play a game.            Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).            Show ability to work together as a team and in some situations, lead a team.</p>
<b>Dance</b>	<p>Follow a simple sequence and remember parts of the sequence.            Move with careful control and coordination.            Create a simple sequence by linking basic moves together.            Choose movements to communicate a mood, feeling or idea.</p>	<p>Plan, perform and repeat sequences.            Move in a way appropriate to the sequence.            Sequence movements together that begin to show understanding of an idea or a theme.            Change speed and levels within a performance.            Develop physical strength and suppleness by practising more complex moves and stretching.</p>
<b>Gymnastics</b>	<p>Watch an action and repeat it with accuracy.            Move with some control and awareness of space.            Put actions together to form a sequence.            Travel by rolling forwards, backwards and sideways.            Begin to understand what a balance is and complete a range of balances.            Climb safely on equipment.            Jump in a variety of ways and land with increasing control and balance.</p>	<p>Plan a sequence of actions.            Refine movements into sequences.            Show changes of direction, speed and level during a performance.            Travel in a variety of ways, including flight, by transferring weight to generate power in movements.            Swing and hang from equipment safely (using hands).</p>
<b>Athletics</b>		<p>Sprint over a short distance using correct technique.            Begin to run over longer distances and think about pacing.            Develop different throws for different situations e.g. throwing underarm for accuracy.            Develop standing jumps and five step jumps focusing on landing correctly and safely.            Understand the concept of personal bests and how to develop and improve them.</p>

<u>Spring 1</u>	<u>Spring 2</u>
<p><b>Year 1 -</b></p> <p><b>Year 2 -</b></p>	<p><b>Year 1 -</b></p> <p><b>Year 2 -</b></p>



# Other Curriculum Elements



## Enterprise drivers

Team work—computing project  
Risk—deciding on how to present their work  
Effective communication—PE football—team sports  
Organisational—information booklet

## British Values and SMSC

Class charter—democracy  
Circles—rule of law  
Tolerance—link with other culture schools/religious figures  
Mutual respect—family groups

## RE

### Autumn 1 - Judaism

Year 4 - How special is the relationship Jews have with God?  
Year 3 - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

### Autumn 2 - Christianity

Year 3 - Has Christmas lost its true meaning?  
Year 4 - What is the most significant part of the Christmas story to Christians today?

## Jigsaw PSHE

Autumn 1—Being me in my world

Autumn 2—Celebrating Difference