YEAR A		Autumn	Spring	Summer
		Sticks, Stones and Bones	**Incredible Egyptians**	**Wonders of the World**

Year 3 and 4 / **Maths**	**Year 3** • **Number: Place Value** (hundreds; represent numbers to 1,000; 100s, 10s and 1s; number line to 1,000; find 1, 10, 100 more or less than a given number; compare objects to 1,000; compare numbers to 1,000; order numbers; count in 50s) • **Number: Addition and Subtraction** (add and subtract multiples of 100; add and subtract 3-digit and 1-digit numbers; add and subtract 2-digit and 3-digt numbers; add and subtract 100s; spot the pattern - making it explicit; add and subtract two 3-digit numbers) • **Number: Multiplication and Division** (multiplication - equal groups; multiply by 3; divide by 3; the 3 times table; multiply by 4; divide by 4; the 4 times table; multiply by 8; divide by 8; the 8 times table) **Year 4** • **Number: Place Value** (Roman Numerals to 100; round to the nearest 10; round to the nearest 100; count in 1,000s; 1,000s, 100s, 10s and 1s; partitioning; number line to 10,000; 1,000 more or less; compare numbers; order numbers; round to nearest 1,000; count in 25s; negative numbers) • **Number: Addition and Subtraction** (add and subtract 1s, 10s, 100s and 1,000s; add two 4-digit numbers; subtract two 4-digit numbers; efficient subtraction; estimate answers; checking strategies) • **Measurement: Length and Perimeter** (kilometres; perimeter on a grid; perimeter of a rectangle; perimeter of rectilinear shapes) • **Number: Multiplication and Division** (multiply by 10; multiply by 100; divide by 10; divide by 100; multiply by 1 and 0; divide by 1 and itself; 6 ties table and division facts; multiply and divide by 9; 9 times table and division facts; multiply and divide by 7; 7 time table and division facts)	**Year 3** • **Number: Multiplication and Division** (comparing statements; related calculations; multiply 2-digits by 1-digit; divide 2-digits by 1-digit; scaling; how many ways?) • **Measurement: Money** (pounds and pence; convert pounds and pence; add money; subtract money; give change) • **Statistics** (pictograms; bar charts; tables) • **Measurement: Length and Perimeter** (measure length; equivalent lengths - m and cm; equivalent lengths - mm and cm; compare lengths; add lengths; subtract lengths; measure perimeter; calculate perimeter) • **Number: Fractions** (unit and non-unit fractions; making the whole; tenths; count in tenths; tenths as decimals; fractions on a number line; fractions of a set of objects) **Year 4** • **Number: Multiplication and Division** (11 and 12 times table; multiply 3 numbers; factor pairs; efficient multiplication; written methods; multiply 2-digits by 1-digit; multiply 3-digiits by 1-digit; divide 2-digits by 1-digit; divide 3-digits by 1-digit; correspondence problems) • **Measurement: Area** (what is area?; counting squares; making shapes; comparing area) • **Number: Fractions** (what is a fraction?; equivalent fractions; fractions greater than 1; count in fractions; add 2 or more fractions; subtract 2 fractions; subtract from whole amounts; calculate fractions of a quantity; problem solving - calculate quantities) • **Number: Decimals** (recognise tenths and hundredths; tenths as decimals; tenths on a place value grid; tenths on a number line; divide 1-digit by 10; divide 2-digits by 10; hundredths; hundredths as decimals; hundredths on a place value grid; divide 1 or 2-digits by 100)	**Year 3** • **Number: Fractions** (equivalent fractions; compare fractions; order fractions; add fractions; subtract fractions) • **Measurement: Time** (months and years; hours in a day; telling the time to 5 minutes; telling the time to the minute; using a.m. and p.m.; 24-hour clock; finding the duration; comparing durations; start and end times; measuring time in seconds) • **Geometry: Properties of Shape** (turns and angles; right angles in shapes; compare angles; draw accurately; horizontal and vertical; parallel and perpendicular; recognise and describe 2-D shapes; recognise and describe 3-D shapes; make 3-D shapes) • **Measurement: Mass and Capacity** (measure mass; compare mass; add and subtract mass; measure capacity; compare capacity; add and subtract capacity) **Year 4** • **Number: Decimals** (make a whole; write decimals; compare decimals; order decimals; round decimals; halves and quarters) • **Measurement: Money** (pounds and pence; ordering money; estimating money; four operations) • **Measurement: Time** (hours, minutes and seconds; years, months, weeks and days; analogue to digital - 12 hour; analogue to digital 24 hour) • **Statistics** (interpret charts; comparison, sum and difference; introducing line graphs; line graphs) • **Geometry: Properties of Shape** (identify angles; compare and order angles; triangles; quadrilaterals; lines of symmetry; complete a symmetric figure) • **Geometry: Position and Direction** (describe position; draw on a grid; move on a grid; describe a movement on a grid)
English	Character description - Stig of the Dump Letter writing - Butser Farm thank you letter Recount - archaeological dig Story writing - Stone Age Boy Leaflet - Stonehenge tourist information Whole Class Guided Reading – Pugs of the Frozen North Texts: Stig of the Dump - Clive King, Stone Age Boy Satoshi Kitamura, Pugs of the Frozen North - Philip Reeve and Sarah McIntyre, information texts about Stone Age/Bronze Age	Diary writing - a day in Cairo Instruction writing - how to mummify a tomato Non-chronological report - Spiny Tailed Lizard Persuasive writing - Let My People Go Whole Class Guided Reading – Tutankhamun's Tomb Texts: Tutankhamun's Tomb - Sue Reid, Ma' At's Feather - Juliet Desailly, information texts about Ancient Egypt	Biographies - Sir Edmund Hillary Story writing - Kensuke's Kingdom Poetry writing - natural wonders of the world Whole Class Guided Reading – Kensuke's Kingdom Texts: Kensuke's Kingdom - Michael Morpurgo, information books about natural wonders of the world

Science	**Rocks and fossils** Observing and comparing different rocks Where are the rocks in the world? Where are the rocks in the UK? Where are the rocks in Upper Beeding? Classifying rocks and their properties (igneous, metamorphic, sedimentary) - playing odd one out Modelling - how are different rocks formed? Comparative test - which rocks are the hardest? Investigating how fossils are made - creating storyboards of different fossilisation processes Creating own fossils Classification – How can we identify the different types of soil? **Animals, including humans** Making own paper skeletons - what do we know? Naming key bones in the human skeleton (skull, ribcage, spine, pelvis) Explaining - what are the functions of our bones? Explaining - what is the function of our muscles? Comparative test - measure who has the quickest reaction times - dropping a ruler	**Electricity** Sorting electrical and non-electrical items Investigating - what can electricity do? (heat, light, sound, movement) What is an electrical hazard? Creating safety posters Constructing simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Problem-solving – Which circuits will work? Can you repair the ones that do not work Classifying - Which materials are electrical conductors/insulators? Exploring switches - creating own switches Creating an explorer's torch/ an electrical alarm system for a pharaoh's tomb **Animals, including humans** Sorting animals using own criteria Key characteristics of vertebrates and invertebrates Classifying and sorting animals using Venn diagrams, Carroll diagrams and tree diagrams Research - what do different animals eat? Developing a week's food plan for humans with different requirements: a child, an active woman, a man who works in an office, a sports person, etc	**States of Matter** What do understand by solid, liquid and gas? - filled balloons Explore particle structures of matter - drama Comparing and sorting materials according to state of matter Observing changing states of matter - how long does it take for an ice cube/candle/chocolate square to melt? Comparative test - do all types of chocolate melt at the same temperature? Exploring - will all liquids freeze? Illustrative fair test investigation– will the location of a puddle affect how well it evaporates? Model - what is the water cycle? Exploring evaporation and condensation - creating a water cycle in a bag **Plants** Categorising the foods we eat by which part of a plant they are (fruit, seed, root) Which foods are processed before eating? Naming and explaining the function of parts of a flowering plant Simple test - How can we prove that stems transport water? - observing celery and carnations in coloured water Observing and recording measurements over time - sunflower/bean race Comparative fair test - observing plant growth with/without their parts (roots, leaves, flower)
History	Changes in Britain from the Stone Age to the Iron Age • Chronological Understanding - identifying position of Stone Age on timeline of key world historical events; discussing AD and BC • Historical Knowledge - exploring how farming changed the world; exploring Stone Age houses; answering questions *"why was bronze important?"*, *"why were henges and stone circles important?"*, *"why were crafts important?"*, *"what were the diets of hunter gatherers like?"*; discovering artefacts from field dig; predicting what they were, their use and what period of history they were from; creating informative poster about Bronze Age life • Interpretations of History - research using video clips, pictures, internet and information books; interpreting pictures of Stone Age tools; handling artefacts from field dig and Butser Farm; exploring life in Stone Age villages • Historical Enquiry - understanding how Stone Age diet changed with seasons; comparing lives of hunter gatherers and Neolithic farmers; awareness of how farming changed history; understanding development of trade; exploring Stone Age/ Bronze Age tools - significance of metal • Organisation and Communication - recalling, selecting and organising historical information in written form; using different genres of writing; communicating ideas about the past; drawing diagrams, data-handling, drama/role-play, storytelling and using ICT	Broader history study – Earliest ancient civilisations • Chronological Understanding - identifying position of Ancient Egypt on timeline of key world historical events; discussion of when Ancient Egypt was in relation to present day • Historical Knowledge - investigating Howard Carter's discovery of Tutankhamun's tomb; exploring significance of the River Nile; observing artefacts from Tutankhamun's tomb; assessing what they tell us about the person who they belonged; understanding pyramid building process; comparing techniques and equipment used now and then; understanding the significance of gods worshipped; understanding Egyptian societal pyramid • Interpretations of History - exploring artefacts (Brighton Museum); research using video clips, pictures, internet and information books; using ICT to produce information about Egyptian gods or mummification • Historical Enquiry - exploring Egyptian Gods; understanding structure of Egyptian society; comparing Ancient Egypt to present day; understanding importance of the River Nile • Organisation and Communication - recalling, selecting and organising historical information in written form; using different genres of writing; communicating ideas about the past; drawing diagrams, data-handling, drama/role-play, storytelling and using ICT	

Geography	• Locational Knowledge – locate and name countries in UK and the counties in England • Geographical Skills and Fieldwork - use maps to locate different countries in the UK and the counties in England; use four points on a compass to explain where different counties are in the UK	• Locational Knowledge – locate Egypt on a world map • Place Knowledge - research importance of the River Nile and how its uses have changed from Ancient times to today; research major human and physical features in Egypt and plot on a map; write diary entry to describe 'experiences' whilst 'visiting' these places • Geographical Skills and Fieldwork - use maps to locate and position River Nile onto a map of Egypt; plot main cities and landmarks; use Google Earth to explore landscape of Egypt and where its main cities and human and physical features are located	• Locational Knowledge – locate countries that have major mountain ranges • Human and Physical Geography - research and describe mountains; explore the water cycle; understand map contour lines and construct contour model of Everest • Geographical Skills and Fieldwork - walk up Truleigh Hill to observe and sketch human and physical features of Upper Beeding; record/photograph special places in the village; create painting and poem based on their observations of places and seasons in Upper Beeding; use six figure grid references to describe position of landmarks on a map; locate human features on an O/S map using key; devise own key symbols; use O/S maps and Google Earth to locate Upper Beeding; use atlases to locate major mountain ranges and plot onto map
Art	• Drawing - researching stone age/cave art; sketching cave designs; sketching artefacts focusing on line, marks, form, shapes, tone, textures and patterns; creating textural effects using charcoal and chalk pastels – Stonehenge; sketching and designing fossil shapes • Painting – creating cave paintings; mixing paint for light/ dark tones; painting tonal sky background for Stonehenge • Collage - creating Stonehenge; Bansky silhouettes • 3D Sculpture - fossil relief prints Artist study - Banksy	• Drawing - researching, sketching Egyptian symbols • Painting - painting cartouche to embellish final design • Printing - creating Styrofoam tile designs; creating repeating pattern • Collage - creating Egyptian headdress using collage materials • Textiles - making papyrus; dyeing paper for textured effect • 3D Sculpture - clay cartouche - etching and joining clay together, crosshatching and creating clay slip • Art through Technology - side profile photography Artist study - Egyptian artwork	• Drawing - blind contour drawing of hand; focus artist, Ian Sklarsky, (continuous line drawing); review and refine observational skills; cross contour line drawing of hand using fine liner pen; explore o/s maps of local area – contour lines and warm or cool colours in a repeating pattern (pencil) • Painting - exploring complementary colours for sea and sky –painting great wave picture using wax resist and watercolours • Printing - creating Styrofoam tile contour maps; making relief printing tile • Textiles - paper weaving on loom; radial weaving loom; Great Barrier Reef - weaving with paper, wool and fabric to produce both collaborative and individual pieces of art Artist Study - Ian Sklarsky, Katsushika Hokusai
Computing	Word processing Coding and terms Code.org – Course 1 (Yr3) Course 2 (Yr4) • Programs and Algorithms - creating computer programs; developing problem-solving skills; creating own custom games or stories to share with others • Using Software - using Word to save and retrieve, create and edit text, font, colour, size, import pictures using ClipArt; correct spelling / grammar errors in a piece of writing on Word using 'spellcheck'; inserting a table into a document; aligning text within a cell; importing photos and creating text to produce an information sheet • Online Safety - discussing school Acceptable Use Policy and its purpose; discussing consequences of misuse; learning how to use the VLE, including keeping passwords safe, safe use and appropriate communication	PowerPoint Scratch programming • Programs and Algorithms - coding a series of programs to move mouse and create a cheese; adding sprites and a series of codes; adding music and drawing a maze; testing and evaluating games created; setting traps; coding end of game to a given scenario • Using Software - creating, saving and retrieving PowerPoint file; mapping layout and content for presentation; creating and editing text; using different page layouts; importing clipart; creating transitions and animations • Online Safety - using the internet for research purposes; importing images from the internet using a search engine	Animation (Beginner/Intermediate) Flowol • Programs and Algorithms - creating a short computer animation using one or more moving stick figures; controlling one, two and then six lights (outputs); adding digital inputs and subroutines within the same situation; controlling motors (forward and reverse) and then applying to mechanisms; using variables, different motor speeds and virtual inputs • Using Software - describing early forms of animation before computers and how computers have made a difference; creating a recorded animation involving a number of moving characters on a background; structuring specific timings of animations using a time slider; using a camera to create a short stop-motion animation film; analysing and evaluating software • Online Safety - keeping safe when using technology at home (linked to Summer holidays); addressing any arising issues as and when appropriate
DT	Healthy and varied diet – making soup • Design - generate ideas through discussion to develop design criteria including appearance, taste, texture and aroma; annotate sketches and use appropriate IT, such as web-based recipes • Make - plan recipe, listing ingredients, utensils and equipment; select and use appropriate utensils and equipment; select ingredients based on sensory characteristics • Evaluate - carry out sensory evaluations of ingredients and products; record evaluations using tables and graphs; evaluate ongoing work and final product with reference to design criteria • Technical knowledge - know how to use equipment and utensils to prepare and combine food; know about a range of fresh and processed ingredients and whether they are grown, reared or caught; know and use relevant technical and sensory vocabulary appropriately	Simple circuits and switches - alarm systems • Design - gather information about needs and wants; develop design criteria to inform product design; generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • Make - order main stages of making; select and use tools and equipment to cut, shape, join and finish; select and use materials and components, including construction materials and electrical components • Evaluate - investigate and analyse existing battery-powered products; evaluate ideas and products against design criteria and identify strengths and areas for improvement in work • Technical knowledge - understand and use electrical systems in products; apply understanding of computing to program and control products; know and use relevant technical vocabulary	Shell structures – greenhouse • Design - generate ideas and design criteria collaboratively through discussion; develop ideas through the analysis of existing products; use annotated sketches and prototypes to model and communicate ideas • Make - order main stages of making; select and use appropriate tools to measure, mark out, cut, score, shape and assemble; explain choice of materials according to functional properties and aesthetic qualities; use suitable finishing techniques • Evaluate - investigate and evaluate existing shell structures including materials, components and techniques used; test and evaluate own product against design criteria • Technical knowledge - develop and use knowledge to construct strong, stiff shell structures; develop and use knowledge of nets of cubes and cuboids and more complex 3D shapes; know and use relevant technical vocabulary

MFL (French)		
Listening, speaking, reading and writing • teacher's instructions • register taking and reply • greeting someone • simple song or rhyme • numbers to 10 and 20 • Christmas words Grammar • verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives	Listening, speaking, reading and writing • days of the week • months of the year • seasons • birthday • Epiphany festival Grammar • verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives	Listening, speaking, reading and writing • the weather • vehicles • numbers to 20 and 30 Grammar • verbs – 1st, 2nd person; past, future tenses • gender – masculine, feminine nouns • pronouns • word order of adjectives

Music

<u>Harvest Festival Songs</u> <u>Performing</u> • Sing and perform songs for the Harvest Festival; learn actions to accompany the songs; final performance to school, parents and community <u>Glockenspiel Stage 1 (Charanga)</u> <u>Performing</u> • Play the glockenspiel correctly; read simple notation (C,D,E); play from notation • Improvising and Composing - improvising to Dee Cee Blues on tuned percussion; create own composition on Bongo Beach; create own composition at Gluttonbury Festival <u>Notation - Rhythm grid</u> (Charanga) • Performing - clap a series of 4 metre rhythms using crotchets, quavers and semiquavers, and crotchet rests <u>Listening and Reviewing</u> Recognise family groups within orchestra and importance of conductor; describe and give opinions of music heard with some use of musical vocabulary; discuss emotional impact of a piece; identify some structural and expressive aspects of music heard (starts slowly and gets faster) Fossils – Carnival of the Animals, Stone Age Medley – Horrible Histories, Six Marimbas – Steve Reich, Danse Macabre – Saint Saens, Flight of the Bumblebee for a marimba – Rimsky Korsakov <u>Christmas Songs</u> <u>Performance</u> • Learn songs and memorise for the Christmas Concert – part singing; rhythm games – keeping the pulse, copying a range of rhythmic patterns <u>Interrelated dimensions</u> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction, syncopation, layers, repetition (ostinato), verse/chorus; repeat signs	<u>Topic Related Music</u> <u>Performing</u> • Learn song *Tutankhamun*; discuss difference between major and minor keys; • Learn to play the introduction on keyboard (from memory where appropriate); • Sing *Mummification* and play on tuned instruments; • Follow score and accompany using boomwhackers <u>Notation</u> – • Rhythm games using basic notation e.g. crotchets, quavers and semiquavers (groups of 1 beat); Charanga rhythm grid and rhythm cards; copy and clap back rhythms of differing complexity <u>Listening and Reviewing</u> – Recognise family groups within orchestra and importance of conductor; describe and give opinions of music heard with some use of musical vocabulary; discuss emotional impact of a piece; identify some structural and expressive aspects of music heard (starts slowly and gets faster) Walk like an Egyptian – The Bangles, Benjamin's Calypso – Joseph, Pharaoh's Song – Joseph, traditional Egyptian music – <u>Improvising and Composing</u> – • Create a ceremonial rhythmic piece to honour the God; • Organise musical ideas within musical structures; • Practise, rehearse and present performances <u>Interrelated dimensions</u> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction, syncopation, layers, repetition (ostinato), verse/chorus; repeat signs	<u>BBC 10 Pieces - Stravinsky - The Firebird</u> <u>Performing</u> • To play the motif of Stravinsky's Firebird on a tuned instrument; play a short rhythmic / melodic piece inspired by the Firebird <u>Listening and Reviewing</u> Role of individual instruments within an orchestral setting; how these instruments are used to illustrate characters or settings; connection between music and drama, and how one is used to illustrate the other The Finale to the Firebird, In the Hall of The Mountain King <u>Improvising and Composing - Stravinsky – The Firebird</u> Create a piece in four sections that maps out the concluding storyline (Finale) from the Firebird; <u>Improvising and Composing Grieg – In the Hall of the Mountain King</u> Create a short piece in small groups, based on the story of the Hall of the Mountain King <u>Interrelated dimensions</u> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <u>Vocabulary</u>: high, low and middle sounds; long and short sounds; fast and slow; repetition and introduction, syncopation, layers, repetition (ostinato), verse/chorus; repeat signs

PE	• Dance - demonstrate awareness of rhythm and space; use simple dance vocabulary to compare and improve work; demonstrate precision and some control in response to stimuli • Football - show confidence in using ball skills in various ways, and link these together *e.g. dribbling, bouncing, kicking* • Gymnastics - create sequences using various body shapes and equipment; combine equipment with movement to create sequences; begin to explore balance and counter balance and building it into sequences • Hockey - apply basic skills for attacking and defending *e.g. marking, finding space, changing pace*; use skills of running, jumping, throwing and catching in isolation and combination	• Dance - improvise dance with partner or on own; begin to create longer dance sequences in a larger group; start to vary dynamics and develop actions and motifs? • Game Making - create own games using prior knowledge and skills; work in a group to develop various games; compare and comment on skills to support creation of new games; make suggestions to make a game easier or harder • Gymnastics - link skills with control, technique, co-ordination and fluency; understand composition by performing sequences that are more complex; start to use gym vocabulary to describe how to improve and refine performances; develop strength, technique and flexibility throughout performances • Benchball - use sport-specific skills with co-ordination, control and fluency; apply basic skills for attacking and defending *e.g. marking, finding space, changing pace*; use skills of running, jumping, throwing and catching in isolation and combination; begin to understand positioning • Swimming - basic pool safety skills and confidence in water; introduction to the four strokes, using floats and aids where necessary; introduction to push and glides, any kick action on front and back with or without support aids; develop entry and exit, travel further, float and submerge; introduction to breath control; introduction to deeper water; treading water	• Athletics - select and maintain a running pace for different distances; practise throwing with power and accuracy; use equipment safely and with understanding • Rounders - confidently strike a ball; change the direction of throw to hit different targets; take part in competitive games with a strong understanding of tactics and structure • Athletics - demonstrate good running technique in a competitive situation; understand which technique is most effective when jumping for distance; compete against self and others to try and improve scores • Tennis - use sport-specific skills with co-ordination, control and fluency; compete against self and peers • Swimming - basic pool safety skills and confidence in water; introduction to the four strokes, using floats and aids where necessary; introduction to push and glides, any kick action on front and back with or without support aids; develop entry and exit, travel further, float and submerge; introduction to breath control; introduction to deeper water; treading water		
PSHE	Me and My World Writing class rules/electing class reps Jeans for Genes How can I help to care for my school? How can I care for my village? Parish council / local volunteers Online safety We are all Different Black History – Nelson Mandela Children In Need Anti-bullying What is discrimination/racism? What makes me happy/sad/angry?	Dreams and Goals New Year Resolutions What is a habit and why can it be hard to change? Working together What is my dream goal? What would I like to do (career)? What is my dream purchase? Can money buy you happiness? Healthy Me Good and not so good feelings Managing emotions Promoting healthier eating at school Fire safety (WSFS)	Relationships How are we pressured into our decisions and choices? What happens when you marry? How do people show they are committed to each other? Changing Me Living and Growing – • Changes Is it good to keep a secret? What is a dare? Transition to Y4/5		
RE	Judaism How special is the relationship Jews have with God? • What agreements/contracts do we have? • Jewish people's promise to God • The Ten Commandments • Making own Mezuzah • Writing a Shema • Special relationships - affirmation tree Christianity What is the most significant part of the Christmas story for Christians today? • Recognising signs and symbols • Symbols of Christmas • Christingle symbolism • Designing own Christmas decoration • Designing own Christingles	Judaism How important is it for Jewish people to do what God asks them to do? • Favourite foods/special meals • Kashrut rules and Kosher foods • The Seder Meal • Ordering importance of Jewish rules • Exploring Rights of the Child Christianity Is forgiveness always possible? • Role-play forgiveness scenarios • The Easter Story - did Jesus always forgive? • Christian visitor - what is forgiveness? Is forgiveness always possible? • What forgiveness means to me - poem/drawing/model	Judaism What is the best way for a Jew to show commitment to God? • Quiz - what are you old enough to do? • Explore Bar/Bat Mitzvah ceremony • Create pie chart showing ways that Jews show commitment to God • Wheel of commitment - what are you committed to? Christianity Do people need to go to church to show that they are Christians? • Discussion - My Special Place • What do people go to church? • How do Christians pray if they cannot go to church? • Writing about special places/designing a special space to pray		

| | Visits and Visitors | Butser Farm | Rainbow Theatre
Rabbi Radar | Truleigh Hill
Brighton Museum |