











Year 3 Summer 1 Explore and Enquire MTP

Theme: Egyptians
 Driver: Geography and History
 The Big Question: How important was light for ancient Egyptians?

Reading for Pleasure Class Novel:



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Unit: Setting Description</p> <p>Supporting Text: Tadeo Jones – Literacy shed/film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p>  	<p>Unit: Setting Description</p> <p>Supporting Text: Tadeo Jones – Literacy shed/film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p>	<p>Unit: Setting Description</p> <p>Supporting Text: Tadeo Jones – Literacy Shed/film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>	<p>Unit: Diary Entry</p> <p>Supporting Text: Tadeo Jones – Literacy Shed/film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>	<p>Unit: Diary Entry</p> <p>Supporting Text: Tadeo Jones – Literacy Shed/film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Unit: Diary Entry</p> <p>Supporting Text: Tadeo Jones – Literacy Shed/film</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause</p>	

	<p>Enrichment</p> <p>Launch: Weston Park Museum</p> <p>Key Questions: Why was the afterlife so important to the Ancient Egyptians? Why was light important to the Ancient Egyptians? Who was Tutankhamun? What is a canopic jar used for?</p> <p>Media/Visual Literacy: BBC Bitesize, images, objects, Hieroglyphics</p>					
<p>SPAG</p>	<p>Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses</p>	<p>Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses</p>	<p>Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses</p>	<p>Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses</p>	<p>Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses</p>	<p>Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses</p>
<p>Visit to Butterfly House</p>	<p>Guided Reading</p> <p>Text: Grimwood</p> <p>Ancient Egypt https://kids.britannica.com/kids/article/ancient-Egypt/353087</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>  	<p>Text: Grimwood</p> <p>What is Light? https://www.ducksters.com/science/light.php</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Cross curricular Link: Science light</p>	<p>Text: Grimwood</p> <p>Sarah Desert https://www.ducksters.com/history/africa/sahara_desert.php</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>cross curricular Link: Science light</p>	<p>Text: Grimwood</p> <p>National Anthem Lyrics https://www.royal.uk/encyclopedia/national-anthem</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Text: Grimwood</p> <p>Tutankhamun biography https://www.ducksters.com/history/ancient_egypt/tutankhamun.php</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text retrieve and record information from non-fiction predicting what might happen from details stated and implied</p> <p>Cross curricular link: History significant people and impact</p>	<p>Text: Grimwood</p> <p>Cricket Rules https://www.rookieroad.com/cricket/basic-rules-for-kids/</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>

Unit: White Rose – Shape

Lesson 9 – Recognise and describe 3-D shapes
Lesson 10 – Made 3-D shapes

NC Link:

tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
know the number of seconds in a minute and the number of days in each month, year and leap year
compare durations of events [for example, to calculate the time taken by particular events or tasks]



Unit: White Rose - Statistics

Lesson 1 – Interpret pictograms
Lesson 2 – Draw pictograms
Lesson 3 – Interpret bar charts
Lesson 4 – Draw bar charts
Lesson 5 – Collect and represent data
Lesson 6 – Two-way tables

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tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
know the number of seconds in a minute and the number of days in each month, year and leap year
compare durations of events [for example, to calculate the time taken by particular events or tasks]

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know the number of seconds in a minute and the number of days in each month, year and leap year
compare durations of events [for example, to calculate the time taken by particular events or tasks]

NC Link: Interpret and present data using bar charts, pictograms and tables.

Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

NC Link:

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.


Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators


Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole [for example, $7/5 + 7/1 = 7/6$] Compare and order unit fractions, and fractions with the same denominators


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Science	<p>Unit: Light</p> <p><u>Lesson: Can you recognise that we need light to see?</u></p> <p>NC Link:</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change - Cross curricular links- maths- patterns <p>Cross curricular link: History- ancient civilisations (Egyptians)</p> 	<p>Unit: Light</p> <p><u>Lesson: Can you identify which surfaces reflect light?</u></p> <p>NC Link:</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change <p>Cross curricular link: History- ancient civilisations (Egyptians)</p>	<p>Unit: Light</p> <p><u>Lesson: Can you use a mirror to reflect light and explain how a mirror works?</u></p> <p>NC Link:</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change <p>Cross curricular English-explanation text</p> <p>Cross curricular link: History- ancient civilisations (Egyptians)</p>	<p>(Unit: Light</p> <p><u>Lesson: Why is light from the sun dangerous and how can we protect ourselves?</u></p> <p>NC Link:</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change <p>Cross curricular links- English- reports</p>	<p>Unit: Light</p> <p><u>Lesson: What materials block light to form shadows?</u></p> <p>NC Link:</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change <p>Cross curricular links- DT- materials</p>	<p>Unit: Light</p> <p><u>Lesson: Can you investigate how shadows change size?</u></p> <p>NC Link:</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change
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Computing	<p><u>Teach Computing: Programme A-Sequence in Music</u></p> <p><u>Lesson: Introduction to Scratch</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p><u>Teach Computing: Programme A-Sequence in Music</u></p> <p><u>Lesson: Programming Sprites</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Cross curricular links-maths- data handling</p>	<p><u>Teach Computing: Programme A-Sequence in Music</u></p> <p><u>Lesson: Sequences</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Cross curricular links-maths- data handling</p>	<p><u>Teach Computing: Programme A-Sequence in Music</u></p> <p><u>Lesson: Ordering Commands</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Cross curricular links-maths- ordering</p>	<p><u>Teach Computing: Programme A-Sequence in Music</u></p> <p><u>Lesson: Looking good</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Cross curricular links- maths- data handling</p>	<p><u>Teach Computing: Programme A-Sequence in Music</u></p> <p><u>Lesson: Making an instrument</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Cross curricular links- maths- data handling</p> <p>Cross curricular link: Music</p> 
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Art & Design	<p>Unit: Tone – Egyptian Art</p> <p><u>Lesson:</u> How do artists use tone?</p> <p>NC Link: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Cross curricular link: History ancient civilizations (Egyptians)</p>	<p>Unit: Tone - Egyptian Art</p> <p><u>Lesson:</u> Can I use tone?</p> <p>NC Link: 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]</p>	<p>Unit: Tone - Egyptian Art</p> <p><u>Lesson:</u> Can I create a final piece using tone?</p> <p>NC Link: to create sketch books to record their observations and use them to review and revisit ideas</p> 			
Design and Technology				<p>Unit: Design and technology- Egyptian technology</p> <p><u>Lesson:</u> How did the Egyptians transport water?</p> <p>NC Link: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Cross curricular links- English- explanation text and history- ancient civilisations</p>	<p>Unit: Design and technology- Egyptian technology</p> <p><u>Lesson:</u> Can you design a shaduf?</p> <p>NC Link: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Cross curricular link: History- ancient civilisations</p>	<p>Unit: Design and technology- Egyptian technology</p> <p><u>Lesson:</u> Can you make a shaduf?</p> <p>NC Link: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Cross curricular link: History- ancient civilisations RESILIENCE</p>
Geography	<p>Unit: Egypt/deserts</p> <p><u>Lesson:</u> Locational Knowledge</p> <p>Where in the world is Egypt?</p> <p>NC Link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Unit: Egypt/deserts</p> <p><u>Lesson:</u> Settlement & Land use</p> <p>Why was the river Nile important to the Ancient Egyptians?</p> <p>NC Link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Cross curricular links- English- explanation text and history- ancient civilisations</p>		<p>Unit: Deserts</p> <p><u>Lesson:</u> physical geography</p> <p>What is a desert?</p> <p>NC Link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Cross curricular links- English- explanation text</p>		

History			<p>Unit:</p> <p><u>Lesson: Chronology</u></p> <p>When did the Ancient Egyptians live?</p> <p>NC Link: a non-European society that provides contrasts with British history</p> <p>Cross curricular links- English- explanation text and maths ordering numbers</p>		<p>Unit:</p> <p><u>Lesson: Significant People</u></p> <p>Who was Tutankhamun?</p> <p>NC Link: a non-European society that provides contrasts with British history</p> <p>Cross curricular links- English- explanation text</p>	<p>Unit: Egyptians</p> <p><u>Lesson: Life</u></p> <p>What was life like in Ancient Egypt?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>
MFL	<p>Unit: Twinkl Spanish – All About School</p> <p><u>Lesson 1 – What’s in the Classroom?</u></p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>  	<p>Unit: Twinkl Spanish – All About School</p> <p>Lesson 2 – What’s in Your Pencil Case?</p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – All About School</p> <p>Lesson 3 – School Subjects</p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – All About School</p> <p>Lesson 4 – PE Lesson</p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – All About School</p> <p>Lesson 5 – Around Our School</p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – All About School</p> <p>Lesson 6 – What Do You Like to Do?</p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>
Music	<p>Charanga Unit: Enjoying Improvisation</p> <p>Lesson 1 – He’s Got The Whole World In His Hands (Part 1)</p> 	<p>Charanga Unit: Enjoying Improvisation</p> <p>Lesson 2 – He’s Got The Whole World In His Hands (Part 2)</p>	<p>Charanga Unit: Enjoying Improvisation</p> <p>Lesson 3 – Why Does Music Make a Difference (Part 1)</p> <p>Cross curricular link: PSHE CD</p>	<p>Charanga Unit: Enjoying Improvisation</p> <p>Lesson 4 – Why Does Music Make a Difference (Part 2)</p> <p>Cross curricular link: PSHE CD</p>	<p>Charanga Unit: Enjoying Improvisation</p> <p>Lesson 5 – Panda Extravaganza</p>	<p>Charanga Unit: Enjoying Improvisation</p> <p>Lesson 6 – Assessment Checkpoint</p>

PE	<p>Unit: Striking/fielding games & Athletics</p> <p><u>Lesson:</u> Cricket/Athletics</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>   	<p>Unit: Striking/fielding games</p> <p><u>Lesson:</u> Cricket/Athletics</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Striking/fielding games</p> <p><u>Lesson:</u> Cricket/Athletics</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Striking/fielding games</p> <p><u>Lesson:</u> Cricket/Athletics</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Striking/fielding games</p> <p><u>Lesson:</u> Cricket/Athletics</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Striking/fielding games</p> <p><u>Lesson:</u> Cricket/Athletics</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
RE	<p>Unit: Islam</p> <p><u>Lesson:</u> EXPLORE</p> <p>What are the key aspects of the Muslim faith?</p> <p>Cross Curricular Link: PSHE CD</p>   	<p>Unit: Islam</p> <p><u>Lesson:</u> EXPLORE</p> <p>What are the key aspects of the Muslim faith?</p> <p>Cross Curricular Link: PSHE CD</p>	<p>Unit: Islam</p> <p><u>Lesson:</u> REVEAL</p> <p>What are the key aspects of the Muslim faith?</p> <p>Cross Curricular Link: PSHE CD</p>	<p>Unit: Islam</p> <p><u>Lesson:</u> REVEAL</p> <p>What are the key aspects of the Muslim faith?</p> <p>Cross Curricular Link: PSHE CD</p>	<p>Unit: Islam</p> <p><u>Lesson:</u> REVEAL</p> <p>What are the key aspects of the Muslim faith?</p> <p>Cross Curricular Link: PSHE CD</p>	<p>Unit: Islam</p> <p><u>Lesson:</u> RESPOND</p> <p>What are the key aspects of the Muslim faith?</p> <p>Cross Curricular Link: PSHE CD</p>

PSHE	<p><u>Jigsaw Unit: Relationships</u></p> <p><u>Lesson:</u> What are the roles and responsibilities of each member of my family and what are the expectations for males and females?</p>	<p><u>Jigsaw Unit: Relationships</u></p> <p><u>Lesson:</u> What are the skills of friendship?</p>	<p><u>Jigsaw Unit: Relationships</u></p> <p><u>Lesson:</u> How can I keep myself safe online?</p> <p>Cross curricular link: Computing online safety</p>	<p><u>Jigsaw Unit: Relationships</u></p> <p><u>Lesson:</u> How can some of the actions and work of people around the world help and influence my life?</p>	<p><u>Jigsaw Unit: Relationships</u></p> <p><u>Lesson:</u> How are my needs and rights shared by children around the world and how are our lives different?</p>	<p><u>Jigsaw Unit: Relationships</u></p> <p><u>Lesson:</u> How can I show my appreciation to my friends and family?</p>
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