

Year 4 New Curriculum Plans 2021/22

AUTUMN TERM: CHILDREN OF THE PAST	SPRING TERM: CHILDREN OF THE WORLD	SUMMER TERM: CHILDREN OF THE MOORS
<p>En: Writing to inform: Diary Entry, Instructions Writing to Entertain: Character Description (Norse Myth), , Dialogue within narrative</p> <p>Ma: Place Value, Number – addition and subtraction</p> <p>Sc: Animals Including Humans ; Sound</p> <p>G: Locational Knowledge Movement of the Vikings from Scandinavia to Britain Human and Physical Knowledge: Types of settlement and land use of Vikings; economic activity</p> <p>H: Anglo Saxons and Vikings ; Significant figure (St Bede, Alfred the Great)</p> <p>DT: Follow instructions to sew and make an Anglo-Saxon pouch; Follow a recipe (Viking Bread);</p> <p>Art: Geometric patterns and textiles 3D modelling (clay)</p> <p>MFL: Introducing myself and my family (consolidate Y3)</p> <p>Mu: Instrument focus: Glockenspiel 1 (Charanga); reading notes on the musical stave; Listen and appraise Kerry Andrew – No Place Like Home (BBC Ten pieces)</p> <p>P.E: Invasion Games Football; Gymnastics</p> <p>Co: Design, write and debug programs</p> <p>R.E: Hinduism; Journey of life</p> <p>PSHE: Health and Wellbeing ;What strengths, skills and interests do we have? How can we manage our feelings? How will we grow and change? How can we manage risk in different places?</p>	<p>En: Writing to inform Explanation text (linked to Science), World fables, Writing to persuade Persuasive Letters (Day the Crayons Quit), Poetry</p> <p>Ma: Number – multiplication and division, Fractions including decimals</p> <p>Sc: States of Matter ; Electricity</p> <p>G: Locational Knowledge (Europe), Human and Physical Position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Geography, Maps of Europe, concentrating on environmental regions, key physical and human characteristics - Rivers Human and Physical Knowledge: Human and Physical features of Europe Water Cycle</p> <p>DT: <i>Compare foods from different countries – make and prepare food from a recipe.</i></p> <p>Art: Printmaking (Easter/Mother’s Day card); Cold water paste resist techniques (African prints / battique);</p> <p>MFL: Telling the time and describing myself</p> <p>Mu: Look at repeated patterns in music; Charanga Blackbird. Perform songs for an audience (Y3/4 performance)</p> <p>P.E: Dance; Rugby</p> <p>Co: Green screening and editing</p> <p>R.E: People of God; Salvation PSHE: Living in the wider world How can our choices make a difference to others and the environment?</p>	<p>En: Writing to Entertain Informal Letters (Evacuee-conveying setting and events), Setting description (The Blitz); Kenning (spitfire), Writing to persuade Persuasive travel brochure (Howarth), Poster (linked to topic)</p> <p>Ma: Geometry and Statistics</p> <p>Sc: Living Things and Their Habitats</p> <p>G: Human and Physical Knowledge Geographical Skills and Fieldwork – Haworth Human and Physical Knowledge: Explore Germany (Heidleberg) and Haworth as contrasting localities</p> <p>H: WW2 and Evacuees (local history focus – Haworth)</p> <p>DT: <i>Design and make a ‘Make do and mend’ toy or cushion</i></p> <p>Art: Landscape drawings using Watercolour and pastels - moorland (Hockney) 3D modelling (Modroc)</p> <p>MFL: Likes and dislikes (Food and animals)</p> <p>Mu: Play instrument with care (Glockenspiel 2 – Charanga); Listen and appraise: Brass band music (Black Dyke)</p> <p>P.E: Striking and fielding; Netball</p> <p>Co: Data handling</p> <p>R.E: Pentecost; Gospel PSHE: Relationships. How do we treat each other with respect?</p>

Year 4 Science

Autumn

Children of the past

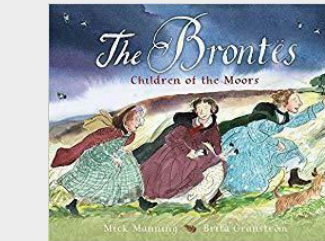


Spring

Children of the world



Summer



Children of the moors

Living things and their habitats

What would happen if the climates around the world shifted? (dangers to living things)

What nature will see on our doorstep? (identifying and classifying)
How did wolves save a famous park? (dangers to living things)

NC PoS

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Working Scientifically

- Observe, describe and compare using KS2 scientific vocabulary
- Communicate findings in a variety of

			ways
<u>Animals</u>			<p>How did wolves save a famous park? (diet and food chains)</p> <p>NC Pos</p> <ul style="list-style-type: none"> • <i>construct and interpret a variety of food chains, identifying producers, predators and prey.</i> <p>Working Scientifically</p> <ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Find information to answer a question</i>
<u>Humans</u>	<p>You eat a meal. And then a bit later...you do a poo! But what happens in between? (Asking questions and discovering how the digestive system works; research) How can I keep my digestive system healthy? (research) Why do teeth fall out? (Creating individual models of teeth and labelling them; looking at causes of decay; comparative and fair testing) Which drinks make teeth decay quickly? (comparative and fair testing)</p> <p>NS Pos</p> <ul style="list-style-type: none"> • <i>describe the simple functions of the basic parts of the digestive system in humans.</i> • <i>identify the different types of teeth in humans and their simple functions</i> 		

	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas</i> • <i>Draw tables to record observations</i> • <i>Group and order observations giving scientific reasons</i> 		
<p><u>States of Matter</u></p>		<p>I'm going on holiday to Greece, what can I take in my hand luggage? (compare solids, liquids and gases)</p>	
		<p>How can I speed up the rate of evaporation? (changing state; comparative fair testing) What would happen if the climates around the world shifted? (observing over time; comparative and fair testing) The amount of water on earth never changes, how is this possible? (water cycle)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>compare and group materials together, according to whether they are solids, liquids or gases</i> • <i>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</i> • <i>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with</i> 	

		<p><i>temperature</i></p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Measure in standard units</i> • <i>Select equipment, with help</i> • <i>Set up a fair test and explain why it is important to do so</i> • <i>Identify and explain simple trends and patterns in results</i> • <i>Talk about how to improve their own work</i> 	
<p><u>Sound</u></p>	<p>Is there a link between the amount of noise in school and the time of the day? (pattern seeking)</p> <p>How do we use some of the best scientific inventions (sound) in everyday life? (research)</p> <p>What is it like to be hearing impaired? (research)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>identify how sounds are made, associating some of them with something vibrating</i> • <i>recognise that vibrations from sounds travel through a medium to the ear</i> • <i>find patterns between the pitch of a sound and features of the object that produced it</i> • <i>find patterns between the volume of a sound and the strength of the vibrations that produced it</i> • <i>recognise that sounds get fainter as the distance from the sound source increases</i> <p><u>Working Scientifically</u></p>		

	<ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Collect evidence/find information to test out an idea/prediction or answer a question</i> • <i>Draw tables and bar charts to record data</i> • <i>Talk about how to improve their own work</i> 		
<p><u>Electricity</u></p>		<p>How has electricity changed our lives? (circuits; comparative and fair testing) How can I keep myself safe around electrical appliances? (research)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>identify common appliances that run on electricity</i> • <i>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i> • <i>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</i> • <i>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i> • <i>recognise some common conductors and insulators, and associate metals with being good conductors</i> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • <i>Observe, describe and compare using KS2 scientific vocabulary</i> • <i>Explain observations/results using cause and effects and scientific facts and ideas</i> 	

- Plan ways to test out their own/someone else's ideas

Year 4 Geography

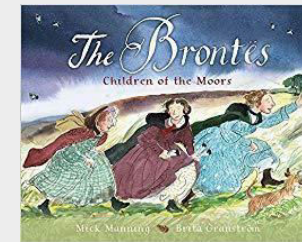
Autumn Children of the past



Spring Children of the world



Summer



Children of the moors

Locational Knowledge

Anglo-Saxons and Vikings
Look at the movement of the Vikings from Scandinavia to Britain – explore reasons for this and impact on Britain. General map work.

Rivers and the Water Cycle
Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the **Tropics of Cancer and Capricorn**, Arctic and Antarctic Circle.
Locate countries of Europe on a globe and on a map.

WW2 and Evacuees
Where did the Brontë's live?
Locality features
Who were England's allies and where did they come from?
We will learn the names of the countries in the Allied and Axis powers during the war. Focusing on first identifying the continent that each of the countries are in and then to find these countries using an atlas.

<p><u>Place Knowledge</u></p>		<p>Understand geographical similarities and differences through the study of human and physical features.</p> <p>We will research different European rivers and present our findings to others in the class</p>	<p>Visiting the Bronte's Birthplace – Haworth Exploring the Bronte's home place and moors - Wuthering Heights</p> <p>Visiting Germany: why is tourism continuously booming? We will explore Germany as a travel destination and why it has never been more popular. We will think about what the country is doing right to account for its thriving visitor numbers. We will look at both physical and human features while exploring tourism in the country. We will compare similarities between Bradford and Berlin.</p> <p>Understand geographical similarities and differences by studying the human and physical geography of Haworth / Ilkley and a region of Germany (Heidleberg?)</p>
<p><u>Human and Physical Knowledge</u></p>	<p>Describe and understand types of settlement and land use; and economic activity through a study of Britain at the time of the Anglo Saxons and Scandinavian countries (Vikings).</p>	<p>Describe and understand key aspects of physical geography including rivers and the water cycle</p> <ul style="list-style-type: none"> • Where are the world's rivers? • How do rivers shape the land? • The journey of a river from source to mouth • Where does our water come from? <p>Describe and understand key aspects of human geography</p> <ul style="list-style-type: none"> • Why are rivers important to humans? • Are there disadvantages to living by a river? 	<p>Human and Physical features of the Bronte birthplace and landscape. Visit to the Moors to look at the human and physical features.</p> <p>Visiting Germany: why is tourism continuously booming? We will look at both physical and human features while exploring tourism in the country.</p>
<p><u>Geographical Fieldwork</u></p>	<p>Use maps, atlases and globes, and begin to use digital/ computer mapping to locate countries and describe features studied. Use digimaps.</p>	<p>Use maps, atlases and globes, and begin to use digital/ computer mapping to locate lines of latitude and countries and describe features studied.</p> <p>Linking Schools Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p>	<p>Local mapping of the Bronte birthplace Mapping of areas the books were written about.</p> <p>Use the 8 points of a compass, 4-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of UK and wider world.</p>

Use digimaps to create local community maps.

Year 4 History

Autumn Children of the past



AngloSaxons; Vikings

Who were the Anglo Saxons and Vikings and why did invade and settle in Britain?

- Where did they come from?
- Why did they come to Britain?
- What kind of people were they?
- What challenges did they face in establishing settlement?

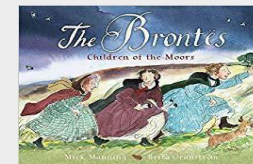
How well did the Saxons and Vikings get on with each other?

- How much fear did the Viking raids cause?
- Who was more successful?

Spring Children of the world



Summer of the Children moors



World War II: Whose War?

We will create a context for the beginning of WW2 and the world leaders involved during the war. We will discover key topic vocabulary and learn about who was part of the Axis and Allied forces.

Is one story enough to tell us what it was like to be an evacuee?

We will look at a range of artefacts (e.g. evacuee suitcase) and extracts of different evacuee experiences and discuss how far it is possible to understand the experiences of evacuees from one child's experiences.

What was life really like in Anglo Saxon and Viking Britain?



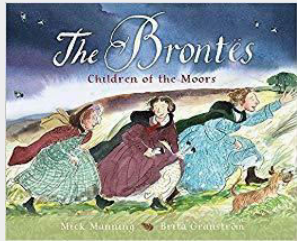
- Was there much difference between the lives led by Saxons and Vikings?
- How important was religion?
- How much rivalry between the 2 groups?
- What was it like around this area in Saxon and Viking times>

What did the Saxons and Vikings leave behind?

- How far can we trust surviving evidence?
- What did they contribute to life at sea?
- How much from Saxon and Viking times do we use today?

What was it like to be a child in World War II? We will find out about World War Two through the eyes of children.

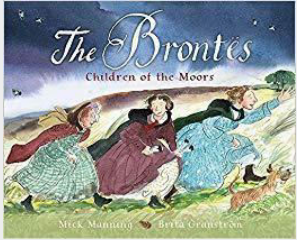
Year 4 Design Briefs (DT)

<u>Year 4 Design Briefs (DT)</u>			
	<u>Autumn</u> Children of the past	<u>Spring</u> Children of the world	<u>Summer</u> Children of the moors
			
Challenges to solve	<i>End of topic presentation meeting for parents - Vikings / Anglo Saxons village with working aspects to display. How will you show the fire so that it looks light? What were their homes like? How did the Vikings move their heavy boats across land? How would they cross rivers? Craftwork.</i>	<i>The children need a cushion / toy to play with. How big should it be? What should it be filled with?</i>	<i>The Brontes are coming for High tea. What will you make for them?</i>
Background research and design	<i>Choose materials to use based on availability and suitability of their properties and the aesthetics.</i>	<i>Use prototypes to develop and share ideas. Discuss the order and main stages of making their cushion / toy.</i>	<i>Try out making elements of the final make beforehand and test for suitability. Talk before, during and after about what is needed</i>

	<p><i>Suggest alternative methods if the first attempt fails.</i> <i>Create pattern pieces and prototypes.</i> <i>Share and discuss ideas with others explaining how parts of their product work.</i> <i>Think before what they need to show to parents and check along the way.</i> <i>Discuss before and after if the keyring is fit for purpose.</i></p>	<p><i>Talk about how they will make their cushion / toy and the processes they will use.</i> <i>Make labelled drawings of their cushion / toy from different views including annotations, identifying features and thinking of tools and materials they will use.</i> <i>Use CAD drawing.</i> <i>Think about the person who the item is for and what features they will need to include to appeal to them.</i></p>	<p>from the product.</p>
<p>Knowledge of designers.</p>	<p><i>Bridges focus – Look at different bridge designs through the ages. How have they changed. Look at different modern bridges made recently identifying male and female designers who have made unique bridges.</i></p>	<p><i>Look at interior designers and their work. How have soft furnishings changed over the years?</i></p>	<p>Mary Berry and her work on Great British bake off.</p>
<p>Skill for life - make</p>	<p><i><u>Make it, build it</u></i> <i>Build a model village to show others what you have learnt.</i> <i>Electrical simple electrical circuits.</i> <i>Mechanisms - levers and linkages or pneumatic systems to create movement.</i></p> <p><i>Drill and screw</i> <i>Use a saw to cut wood, drill a hole in, screw in an eyelet - to attach they key ring onto.</i> <i>Add details as desired to decorate the key ring.</i> <i>Follow instructions.</i> <i>Measure accurately using a ruler to the nearest half a cm.</i> <i>Sand wood to make it smooth.</i> <i>Use a simple electrical circuit within the product.</i> <i>Strengthen frames with diagonal struts.</i></p>	<p><i><u>Make do and mend.</u></i> <i>Make and cut out a pattern.</i> <i>Pin a pattern to fabric and cut it out.</i> <i>When cutting out a pattern and fabric create a seam allowance.</i> <i>Understand how to get the best use of fabric by where it is placed on the fabric.</i> <i>Use fasteners – Velcro, Wonderweb, press stud and buttons.</i> <i>Use over stitching at the beginning and end of sewing an item to secure it.</i> <i>Use a needle and thread to sew running stitch, cross stitch, back stitch and satin stitch.</i> <i>Work alongside an adult to reinforce their cushion using a sewing machine (optional – children decide whether they are happy that the stuffing stays in their cushion).</i> <i>Be able to turn a completed shape inside out when sewing using a tool if needed.</i> <i>Make a choice as to the type of filling they wish to use – e.g. stuffing, rice, dried peas, recycled fabric; to decide the type of item they have made.</i> <i>Follow instructions to sew two pieces of fabric together.</i></p>	<p><i><u>Come dine with me</u></i> <i>Follow hygiene rules.</i> <i>Follow safety rules.</i> <i>Follow a recipe.</i> <i>Breaking an egg.</i> <i>Using a whisk.</i> <i>Weighing using standard measures.</i> <i>Measuring liquids using standard measures.</i> <i>Use a grater.</i> <i>Use a frying pan and fish slice.</i> <i>Rub butter into flour.</i> <i>Knead dough.</i> <i>Chop and slice ingredients.</i> <i>Understand why proving time is important.</i> <i>Explain how to use an oven safely and understand about temperatures and cooking times.</i> <i>Interpret cooking times and temperatures from packets and recipes.</i> <i>Carry a tray with different items including a liquid carefully.</i> <i>Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe.</i> <i>Understand that recipes can be changed by adding or taking away ingredients.</i> <i>Understand that the seasons can affect food produce.</i> <i>Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet.</i> <i>Identify that food and drink are needed to provide energy for a healthy and active lifestyle.</i> <i>Identify that people should eat at least 5 portions of fruit and vegetables a day.</i></p>

Evaluate	Use design criteria to evaluate product - identifying both strengths and areas for development in relation to purpose and user.	Consider the views of others, including intended user, whilst evaluating the product. Consider and explain how the finished product could be improved.	Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.
The small make	Make key rings by sawing small pieces of wood, drilling a hole, screwing in screw in eyelet and attaching a keyring.	Sew to make a Christmas present placed inside a key ring or bauble for the tree.	Make high tea items: sandwich triangles decorated with a side salad scones buns
The Big Make	Make a model village for a structure stroll for younger children which lights up and some simple mechanisms.	Use a hop to practice sewing stitches. Make a cushion / soft toy.	Have a high tea with food and drinks made. Fold napkins to go with it.

Year 4 Art

	<p><u>Autumn</u> Children of the past</p> 	<p><u>Spring</u> Children of the world</p> 	<p><u>Summer</u></p>  <p>Children of the moors</p>
<u>Skills</u>			
	<u>Drawing</u>		

	<p>Use knowledge of lines of symmetry to help draw accurate geometric shapes.</p> <p>Make informed choices about paper and media when drawing.</p>	<p>Explore relationships between line and tone, pattern and shape, line and texture. (Use a variety of tones to achieve different effects.)</p> <p>Analyse and describe the use of line within artists' work.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p>
	<u>Painting</u>		
	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p>	<p>Show an increasing independence and creativity when planning and creating different effects and textures with the painting process.</p>	<p>Analyse and describe how great artists mixed and applied paint, and their use of colour and texture.</p>
	<u>Printmaking</u>		
	<p>Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns.</p>	<p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Research, create and refine a print using a variety of techniques.</p>	<p>Begin to explore a greater range of resist printing, including marbling and silkscreen printing.</p>
	<u>Textiles / Collage</u>		
	<p>Experiment with cold-water paste resist techniques.</p>	<p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Analysing and describing the use of form within artists' work</p>	<p>Combine skills taught so far by choosing collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using art vocabulary.</p> <p>Use the correct tools when working with</p>

			different materials.
	<u>Sculpture / 3D form</u>		
	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form, analysing and describing how this is created in artists' work.</p>	<p>Plan, design, make and adapt models.</p> <p>Talk about their work, understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	
<u>Evaluation</u>	<p>Build a more complex vocabulary when discussing art.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Annotate work in sketchbook.</p>
<u>Links to topic</u>			

Year 4 Computing

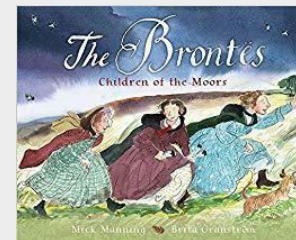
Autumn **Children of the past**



Spring **Children of the world**



Summer **Children of the moors**



<u>E-safety</u>	E-Safety - Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.	E-Safety- Explain the possible consequences of submitting personal information online	E-Safety - Identify the similarities and differences of virtual and real world communication to develop an understanding of positive online communication.
<u>Computer science</u>	Can I create a program with a purpose? We will create a game with set criteria (the wonders of the world)		
<u>Media</u>		What goes on behind the scenes of a science demonstration video? <i>We will plan, create and edit a short film of our science demonstration.</i>	
<u>Data Handling</u>			Nell Bank Data Handling living things and their habitats Represent data in a data base.
<u>Literacy</u>	Carry out and modify searches developing key words to improve accuracy Check the relevance and accuracy of search results Locate online content using some of the available advanced features in search engines.		

Year 4 Music

<p><u>Autumn</u> Children of the past</p> 	<p><u>Spring</u> Children of the world</p> 	<p><u>Summer</u></p>  <p>Children of the moors</p>
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<u>Singing and Performing - Glockenspiel</u>	Show control in voice. Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication.	Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronunciation in a song.	Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.
<u>Listening</u>	To notice, analyse and explore the way sounds can be combined and used expressively.	To notice, analyse and explore the way sounds can be combined and used expressively.	To comment on musicians use of techniques to create effect.
<u>Composing</u>	Compose music that combines several layers of sound.	Compose and perform melodies and songs. Use sound to create abstract effects.	Create accompaniments for tunes.
	Awareness of the effect of several layers of sound.	Recognise and create repeated patterns with a range of instruments.	Carefully choose, order, combine and control sounds with awareness of their combined effect.
<u>Musical Notation</u>	Begin to read some musical notes. Know how many beats in a minim, crotchet and semibreve, plus recognise their symbol.	Begin to use staff and musical notation when composing work.	Know the symbol for a rest in music, and use silence for effect when composing.
<u>Music Appreciation</u>	Begin to recognise and identify instruments and numbers of instruments and voices being played.	Compare music and express growing tastes in music.	Explain how musical elements can be used together to compose music.
<u>Musical History</u>	Describe the different purposes of music throughout history and in other cultures	Understand that the sense of occasion affects the performance.	Explore and explain personal reasons for liking/disliking a specific composer and a number of their pieces.
<u>Composer / Musician Focus</u>	Kerry Andrew – <i>No Place Like</i> (BBC Ten Pieces)	The Beatles	Brass band focus: Black Dyke
<u>Topic Links</u>	Charanga: Glockenspiel 1	Charanga: <i>Blackbird</i>	Charanga: Glockenspiel 2

RE

L2.7 Hinduism:

- I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

- I can describe how Hindus show their faith within their faith communities in Britain today (Mandir visit) indicating some differences in how Hindus show their faith.
- I can consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for ideas and talking about whether their learning has changed my thinking.

L2.9 Journey of life

I can explain how different religions show their commitments during the journey of life (Islam, Hinduism, Judaism) with a focus on:

- Identifying beliefs about love, commitment and promise and describing what they mean, making links with how people live;
 - Describing what happens in ceremonies of commitment and what these rituals mean;
- Offering informed suggestions about the meaning and importance of commitment ceremonies to religious and nonreligious people today;
 - Make simple links between beliefs about love and commitment and how religious people live;
 - Identifying differences in how people celebrate commitment (e.g. marriage, baptism);
- Raise questions, suggest answers and give good reasons why ceremonies of commitment are or are not of value in the world today.