



UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes

Location knowledge LKS2

- **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

Human and physical geography LKS2

- **ge42** I understand human geography in relation to types of settlement and land-use

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi24** I can draw informed conclusions by using a range of research skills
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi29** I have studied changes in Britain from the Stone Age to the Iron Age

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m83** identify, represent and estimate numbers using different representations

Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m87** a three-digit number and ones
- **m88** a three-digit number and tens
- **m89** a three-digit number and hundreds
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m91** estimate the answer to a calculation and use inverse operations to check answers

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m98** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m107** 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, a.m./p.m., morning, afternoon, noon and midnight

- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year
- **m109** compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Statistics LKS2

- **m115** 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.

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co22** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate
- **co26** I understand that some sources are biased
- **co27** I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data
- **co28** I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

COMMUNICATION AND LANGUAGE

Stone Age- topic
What do cave paintings tell us about the lives of Stone Age people?
What did Stone Age people eat- forage on yard and field.
What are the problems with this?
What food could not be found by foraging?
Which animals did different groups hunt? Write a Stone Age menu.
Communication-How did Stone Age Man communicate.
Try drawing pictures to tell a partner something.
How effective is this?
Stone Age animals
Skara Brae-Why was this settlement chosen?
Did Stone Age Man go to war? How do we know?
What are the main changes- Stone Age, Bronze Age and Iron Age
How and why did these changes happen?
Science- States of Matter
Sorting and describing materials
Investigating gases and their uses
Investigating materials as they change state for example
Investigating materials that melt at different temperatures
how water changes state
how water evaporates
Exploring the water cycle
Sound
Identifying sounds around us.
Identifying loud, quiet, high and low sounds
Observing how sounds are made and change over distance
Investigating the best material for absorbing sound
Making, exploring and explaining how sound travels through a string telephone
Making an instrument that can make different sounds
Scientist- Alexander Graham Bell
Setting up accurate and reliable investigations
Making and explaining predictions
Using scientific language to explain findings

Woolly mammoth pictures
Rock Art
Stonehenge paintings-colour mixing
To design and make a model for a purpose: design and build an animal trap (using levers/pulleys)
look at cave paintings. What did people draw?
painting using only natural materials-leaves, mud, twigs)
Why was this? What sort of activities did the drawings show
Stone Age man doing.
Continue to learn and progress on violins
Mrs Anderson-singing/notation

Stone Age Boy by Satsuki Kitamura
Alice in Wonderland guided reading

Creating an autobiography.
Read Little Red Riding Hood's blog and look at key features
Respond and ask questions about the text to develop comprehension
Write own success criteria for an autobiography
Infer characters' motivations and feelings
Make notes, make a storyboard, develop into a piece of writing
Perform writing to a group
Evaluate and edit own and others' work

Revise past and present tense

Fiction-Ottoline and the Yellow Cat
Making predictions.
Features of mystery texts
Revise knowledge of different types of sentence and clause
Write a newspaper report
Write a letter to Ottoline's parents
Write an extract from Ottoline's notebook
Write own mystery story

Poetry-Looking at the work or Christina Rossetti
Double Riddle, What are heavy? Who has seen the wind and What is pink?
Comparing to poems by Roger McGough such as
In case of Fire and Potato Clock
Use of figurative language

Swimming-Tuesday pm
Dance-with Michelle Hankinson
Alice In Wonderland Royal Ballet Dance Project
Football with Donald

Remembrance Sunday
Harvest
Christmas.
What did Stone Age people celebrate?

OUTDOOR LEARNING

Outdoor
Stone Age Art
using natural
materials
Rock Art

Christmas
production

Investigating
solids, liquids
and gases
Devising
and carrying
out a
range of
practical
experiments

Alice in Wonderland
Royal Ballet
Dance
Project
Creating our
own
dance
interpretation
supported
by the
Royal
Ballet

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad11** I can describe the range of materials I have used since being in KS1
- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad13** I can show examples of painting with different kinds of paint

Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt27** I can communicate my ideas through annotated sketches
- **dt28** I can communicate my ideas through cross-sectional and exploding diagrams
- **dt29** I can make a model of my design

Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt34** I can join, assemble and combine components with precision
- **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- **dt36** I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties

Evaluate LKS2

- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design

Technical knowledge LKS2

- **dt43** I can strengthen, stiffen and reinforce more complex structures
- **dt44** I know how to use gears and pulleys in my designs
- **dt46** I know how to use levers and linkages in my designs

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu16** I can listen carefully and perform accurately from memory
- **mu17** I can perform from simple, standard notation
- **mu18** I can use standard notation in my compositions
- **mu19** I can describe, compare and evaluate different kinds of music
- **mu20** I can identify music from different traditions
- **mu21** I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e146** understand what they read, in books they can read independently, by:
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)

- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation LKS2

- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e178** using the present perfect form of verbs in contrast to the past tense
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e186** using and punctuating direct speech

We're Going on a Mammoth Hunt Y3 - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically LKS2</p> <ul style="list-style-type: none">• sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:• sc32 asking relevant questions and using different types of scientific enquiries to answer them• sc33 setting up simple practical enquiries, comparative and fair tests• sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• sc39 identifying differences, similarities or changes related to simple scientific ideas and processes <p>Location knowledge LKS2</p> <ul style="list-style-type: none">• ge35 name human and physical characteristics and understand how some of these aspects have changed over time <p>Human and physical geography LKS2</p> <ul style="list-style-type: none">• ge42 human geography, including: types of settlement and land use <p>LKS2</p> <ul style="list-style-type: none">• hi18 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history• hi19 Pupils should continue to establish clear narratives within and across the periods they study.• hi20 They should note connections, contrasts and trends over time• hi22 They should regularly address and sometimes devise historically valid questions about change and cause,• hi23 They should regularly address and sometimes devise historically valid questions about similarity and difference and significance• hi24 They should construct informed responses that involve thoughtful selection• hi25 They should construct informed responses that involve organisation of relevant historical information.• hi26 They should understand how our knowledge of the past is constructed from a range of sources• hi29 changes in Britain from the Stone Age to the Iron Age	<p>Number - number and place value LKS2</p> <ul style="list-style-type: none">• m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)• m83 identify, represent and estimate numbers using different representations <p>Number - addition and subtraction LKS2</p> <ul style="list-style-type: none">• m86 add and subtract numbers mentally, including:• m87 a three-digit number and ones• m88 a three-digit number and tens• m89 a three-digit number and hundreds• m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction• m91 estimate the answer to a calculation and use inverse operations to check answers <p>Number - multiplication and division LKS2</p> <ul style="list-style-type: none">• m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables• m94 write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods• m95 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Number - fractions LKS2</p> <ul style="list-style-type: none">• m97 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators• m98 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <p>Measurement LKS2</p> <ul style="list-style-type: none">• m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)• m107 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, a.m./p.m., morning, afternoon, noon and midnight• m108 know the number of seconds in a minute and the number of days in each month, year and leap year• m109 compare durations of events [for example to calculate the time taken by particular events or tasks]. <p>Geometry - properties of shapes LKS2</p> <ul style="list-style-type: none">• m110 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <p>Statistics LKS2</p> <ul style="list-style-type: none">• m115 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. <p>LKS2</p> <ul style="list-style-type: none">• co14 design, write and debug programs, controlling or simulating physical systems• co16 use sequence in programs• co22 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs• co24 use search technologies effectively• co25 be discerning in evaluating digital content• co26 appreciate how results are selected and ranked• co27 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.• co28 select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.• co29 use technology safely, respectfully and responsibly	<p>LKS2</p> <ul style="list-style-type: none">• pe5 play competitive games, modified where appropriate• pe5.1 play competitive games and apply basic principles suitable for attacking and defending• pe7 perform dances using a range of movement patterns <p>Swimming and water safety LKS2</p> <ul style="list-style-type: none">• pe10 swim competently, confidently and proficiently over a distance of at least 25 metres• pe10.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke	<p>LKS2</p> <ul style="list-style-type: none">• ad11 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)• ad12 to improve their mastery of art and design techniques, including drawing with pencil and charcoal• ad13 to improve their mastery of art and design techniques, including painting with a range of materials <p>Design LKS2</p> <ul style="list-style-type: none">• dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose• dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups• dt27 generate, develop, model and communicate their ideas through discussion and annotated sketches• dt28 generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams• dt29 generate, develop, model and communicate their ideas through prototypes <p>Make LKS2</p> <ul style="list-style-type: none">• dt32 select from and use a wider range of tools and equipment to perform practical tasks• dt33 use a wider range of tools and equipment to perform practical tasks accurately• dt34 use a wider range of tools and equipment to perform practical tasks, such as joining accurately• dt35 select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately• dt36 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties <p>Evaluate LKS2</p> <ul style="list-style-type: none">• dt40 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge LKS2</p> <ul style="list-style-type: none">• dt43 apply their understanding of how to strengthen, stiffen and reinforce more complex structures• dt44 understand and use mechanical systems in their products, such as gears and pulleys• dt46 understand and use mechanical systems in their products, such as levers and linkages <p>LKS2</p> <ul style="list-style-type: none">• mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression• mu12 play musical instruments with increasing accuracy• mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression• mu16 listen with attention to detail and recall sounds with increasing aural memory• mu17 understand staff and other musical notations• mu18 se staff and other musical notations• mu19 appreciate a wide range of high-quality live and recorded music• mu20 understand music drawn from different traditions• mu21 appreciate some great composers and musicians	<p>Reading - word reading LKS2</p> <ul style="list-style-type: none">• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet <p>Reading - comprehension LKS2</p> <ul style="list-style-type: none">• e137 develop positive attitudes to reading and understanding of what they read by:• e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• e139 reading books that are structured in different ways and reading for a range of purposes• e140 using dictionaries to check the meaning of words that they have read• e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• e142 identifying themes and conventions in a wide range of books• e144 discussing words and phrases that capture the reader's interest and imagination• e146 understand what they read, in books they can read independently, by:• e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• e148 asking questions to improve their understanding of a text• e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• e150 predicting what might happen from details stated and implied• e151 identifying main ideas drawn from more than one paragraph and summarising these• e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Writing - transcription - Spelling LKS2</p> <ul style="list-style-type: none">• e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)• e156 spell further homophones• e157 spell words that are often misspelt (English Appendix 1)• e159 use the first two or three letters of a word to check its spelling in a dictionary• e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Writing - handwriting LKS2</p> <ul style="list-style-type: none">• e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Writing - composition LKS2</p> <ul style="list-style-type: none">• e163 plan their writing by:• e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• e165 discussing and recording ideas• e166 draft and write by:• e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)• e168 organising paragraphs around a theme• e169 in narratives, creating settings, characters and plot• e172 assessing the effectiveness of their own and others' writing and suggesting improvements• e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Writing - vocabulary, grammar and punctuation</p>	<p>LKS2</p> <ul style="list-style-type: none">• fl1 listen attentively to spoken language and show understanding by joining in and responding• fl2 explore the patterns and sounds of language through songs and rhymes• fl2.1 link the spelling, sound and meaning of words• fl3 engage in conversations; ask and answer questions• fl5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• fl8 appreciate stories, songs, poems and rhymes in the language• fl11 describe people, places, things and actions orallyand in writing• fl12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms• sl13 listen and respond appropriately to adults and their peers• sl14 ask relevant questions to extend their understanding and knowledge• sl16 articulate and justify answers, arguments and opinions• sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl20 speak audibly and fluently with an increasing command of Standard English• sl21 participate in discussions, presentations, performances, role play, improvisations and debates• sl22 gain, maintain and monitor the interest of the listener(s)• sl23 consider and evaluate different viewpoints, attending to and building on the contributions of others	<p>PSED Preparing to play an active role as citizens LKS2</p> <ul style="list-style-type: none">• pa23 Participate in making and changing rules. <p>PSED Developing confidence and responsibility and making the most of their abilities LKS2</p> <ul style="list-style-type: none">• pr25 Be able to talk about their views on issues that effect themselves and their class. <p>PSED Developing a healthy, safer lifestyle LKS2</p> <ul style="list-style-type: none">• ph14 Follow simple, safe routines to reduce the spread of bacteria/viruses. <p>PSED Developing good relationships and respecting the differences between people LKS2</p> <ul style="list-style-type: none">• pr25 Understand that their actions affect themselves and others. <p>RE - Learning From Religion LKS2</p> <ul style="list-style-type: none">• rf21 Reflect on what it means to belong to a faith community. <p>Learning About Religion LKS2</p> <ul style="list-style-type: none">• ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.• ra20 Begin to describe the variety of practices and ways of life in religions.• ra21 Identify and begin to describe the similarities in religions.

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