

Unit 6

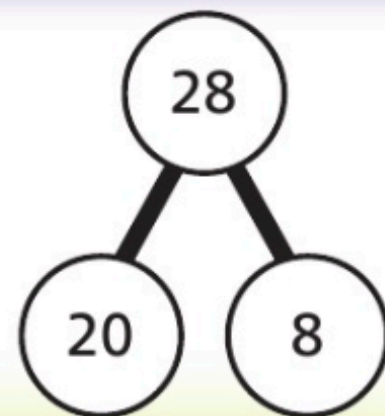
Multiplication and division ③



In this unit we will ...

- ⚡ Compare multiplication and division statements using inequality signs
- ⚡ Use known multiplication facts to solve other multiplication problems
- ⚡ Find multiplication and division fact families
- ⚡ Learn to multiply and divide by partitioning
- ⚡ Solve mixed multiplication and division problems including multi-step problems

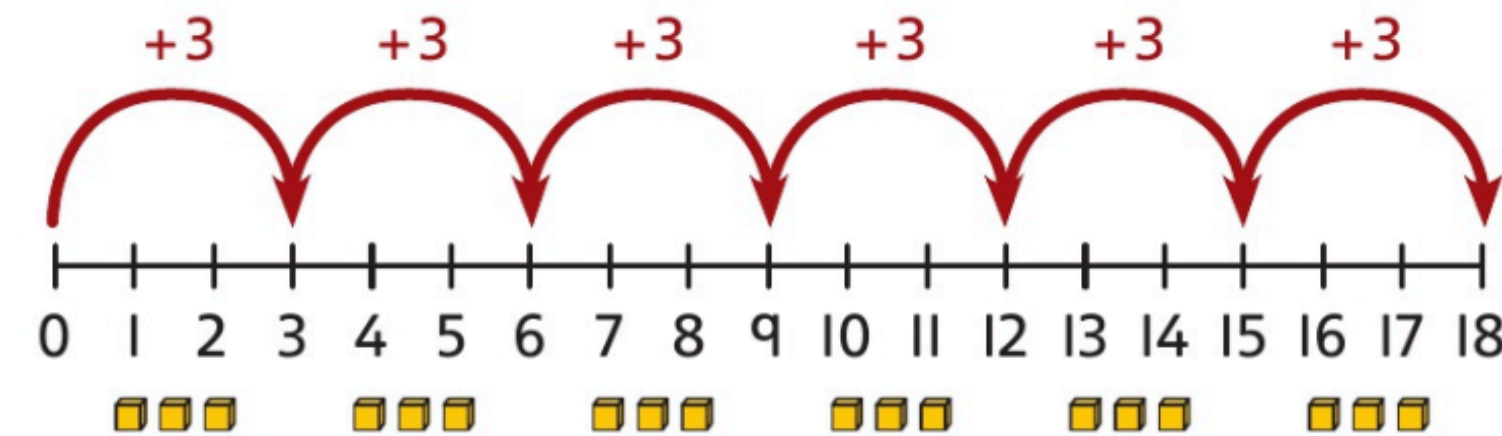
Do you remember what this is called? We will use it to help partition numbers.



We will need some maths words.
Do you know what they all mean?

- multiplication
- division
- statement
- number sentence
- compare
- less than (<)
- greater than (>)
- equal (=)
- equally
- least
- most
- remainder
- expanded written method
- share
- multi-step

We need to use number lines too.
These will help us understand multiplication and division.



Unit 7

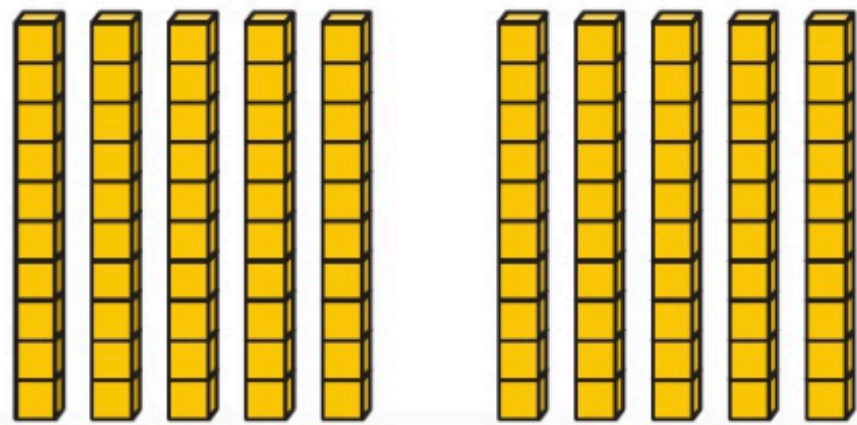
Length and perimeter



In this unit we will ...

- ⚡ Measure lengths in millimetres, centimetres and metres
- ⚡ Compare lengths
- ⚡ Add and subtract lengths
- ⚡ Measure the perimeter of a shape
- ⚡ Learn about equivalent lengths

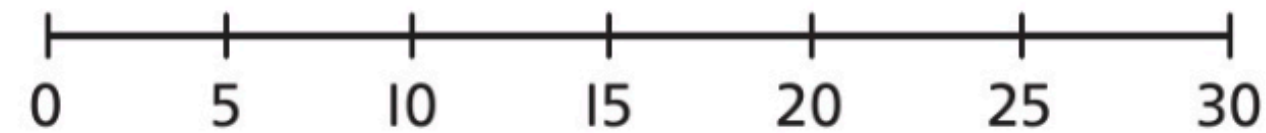
How many 10s go into 100? We could use base 10 equipment or counters to show this.



We will need some maths words. Which ones do you recognise?

- length
- height
- width
- perimeter
- distance
- centimetres (cm)
- millimetres (mm)
- metres (m)
- measure
- unit of measurement
- add
- subtract
- multiply
- equivalent
- convert
- greater than (>)
- less than (<)
- ruler
- metre stick

Number lines can be useful. Can you find 10 more than 15 on here?



Unit 8



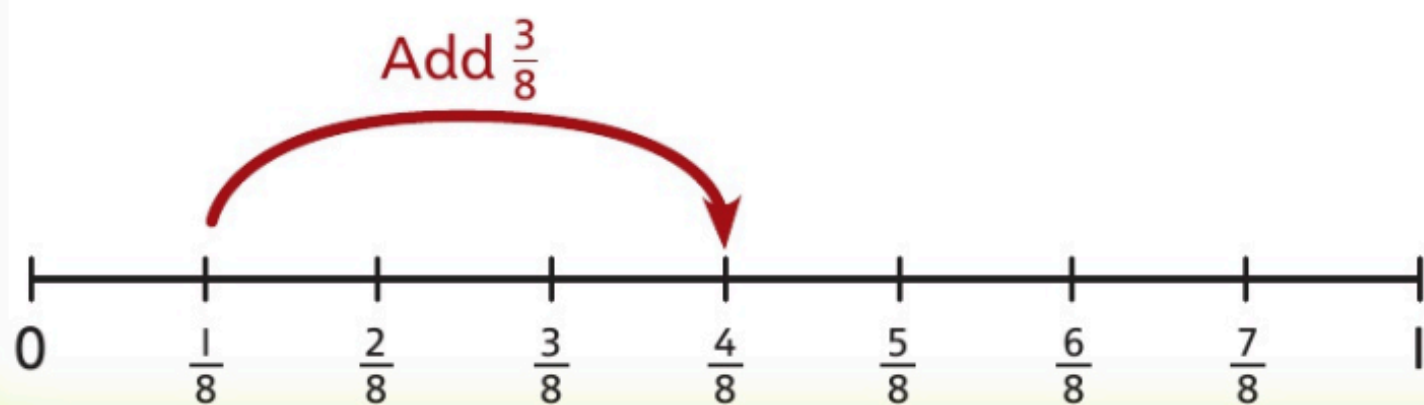
Fractions 1



In this unit we will ...

- ⚡ Find equivalent fractions
- ⚡ Compare fractions
- ⚡ Add simple fractions to make a whole
- ⚡ Solve word problems about fractions and finding fractions of an amount

Do you remember what this is called? Use it to find what fraction is $\frac{3}{8}$ more than $\frac{1}{8}$.



We will need some maths words. Which of these have you met before?

equivalent

numerator

denominator

compare

add

fraction

whole

equivalent fraction

greater than (>)

less than (<)

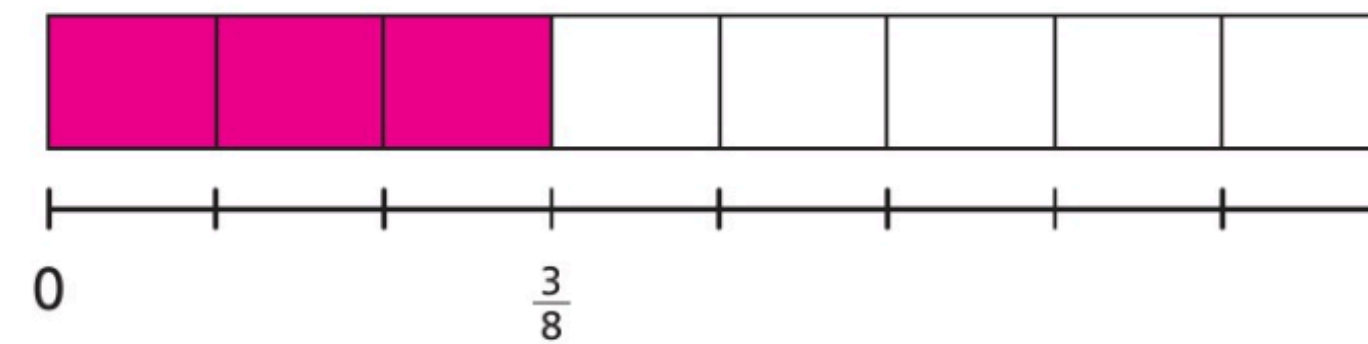
equal to

multiply

inequality statement

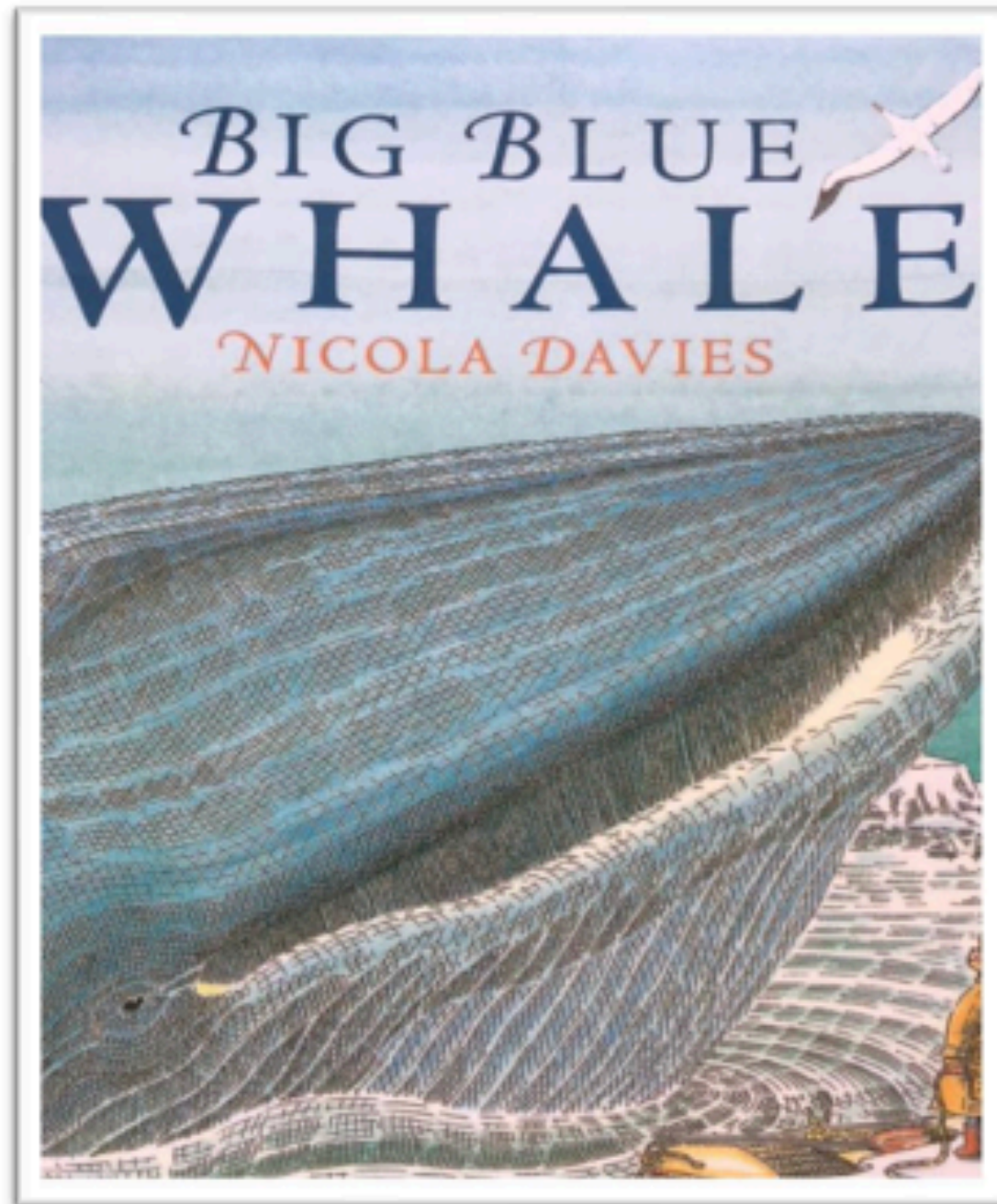
divide

We will need this too! Use the information in the fraction strip and number line to work out what fraction is shaded.



Big Blue Whale

By Nicola Davies



Outcome: Non-fiction - Information

Writing outcome:

Write an informative article about whales persuading for the protection of the blue whale

Greater depth writing outcome:

Include a fact file about other endangered sea creatures

Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use inverted commas to punctuate direct speech Use conjunctions and prepositions to express time, place and cause Use adverbs to express time Group related ideas into paragraphs 	<ul style="list-style-type: none"> Use adverbs to express time, place and cause Build an increasing range of sentence structures Use headings and sub-headings to aid presentation Assess the effectiveness of own and others' writing 	<ul style="list-style-type: none"> Use persuasive language e.g. alliteration, repetition Write in logical order Use 2nd person or 3rd person to talk directly to the reader Select organisational features e.g. opening statement, sub-headings, closing statement

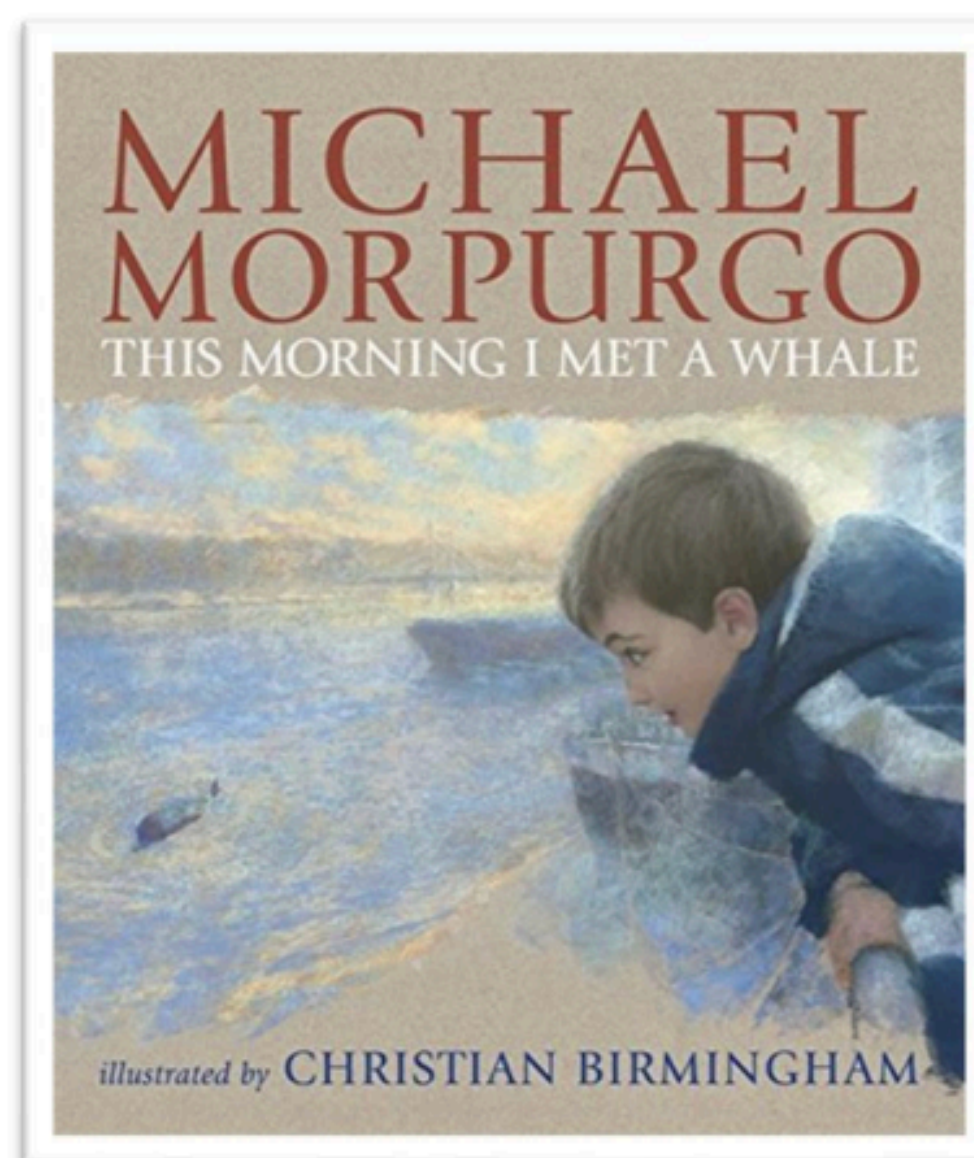
NC Word List – Years 3 and 4

Developing Vocabulary

actually	knowledge	protected	mammal
although	question	creature	blowhole
consider	sentence	surface	baleen
earth	separate	bristly	krill
enough	special	gulp	shrimp
guide	therefore	slithers	shoal
heart	various	nudges	sieve
increase	weight	feast	blubber
important		shallows	Equator
		stranded	dawn chorus

This Morning I Met a Whale

by Michael Morpurgo



Year 3 Pathways to Read: Spring 2

Additional texts:

BBC's animation of 'The Snail and the Whale' by Julia Donaldson and Axel Scheffler
 Why would anyone hurt a whale? by The Literacy Company

Pathways to Read teaching sequence

<p>→ Predict Predict what might happen from details stated and implied (2e)</p> <p>→ Clarify vocabulary Explore the meaning of words in context (2a)</p> <p>→ Read and retrieve Retrieve, record and present information (2b)</p> <p>→ Read and explain: Mastery focus Retrieve and record information from non-fiction (2b)</p> <ul style="list-style-type: none"> - Use dictionaries to check the meaning of words that they have read (2b) - Ask questions to improve understanding (2b) <p>Identify main ideas drawn from more than one paragraph and summarise (2c)</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)</p> <ul style="list-style-type: none"> - Identify themes and conventions in a wide range of books (2d) <p>Identify how language, structure and presentation contribute to meaning (2f)</p> <p>Discuss words and phrases that capture the reader's interest and imagination(2g)</p>

*Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain

Pathways to Read keys	
Mastery keys:	
Sessions 1-4	Sessions 5-6
<p>→ Ask questions to improve understanding</p> <p>→ Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>→ Discuss words and phrases that capture the reader's interest and imagination</p>	<p>→ Ask questions to improve understanding</p> <p>→ Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>



Pathways to Spell

Year 3

Spring 2

Spring 2 overview:

Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> Common exception words (Y2) 	<ul style="list-style-type: none"> Word list – years 3 and 4
2	<ul style="list-style-type: none"> Contractions (high frequency and common exception words) 	<ul style="list-style-type: none"> Contractions (Y2*)
3	<ul style="list-style-type: none"> The /ʌ/ sound spelt <i>o</i> 	<ul style="list-style-type: none"> The /ʌ/ sound spelt <i>ou</i>
4	<ul style="list-style-type: none"> Words ending in <i>-tion</i> 	<ul style="list-style-type: none"> Word families based on common words
5	<ul style="list-style-type: none"> Homophones and near-homophones (Y2 mastery) 	<ul style="list-style-type: none"> Homophones and near-homophones
6	<ul style="list-style-type: none"> Homophones and near-homophones (Y2 mastery) 	<ul style="list-style-type: none"> Personal Spelling Log

Key Vocabulary

BCE

Before common Era (BC)

Ancient

Belonging to the very distant past

Civilisation

The society, culture and way of life of a particular era.

Archeologist

A person who studies human history and prehistory by looking at artefacts and other sources.

Tomb

A large vault, typically an underground one for burying the dead.

Achievements

A thing done successfully with effort, skill or courage.

Significance

The quality of being worthy of attention or importance.

Hieroglyphs

Early writing using pictures, similar to that found in Ancient Egypt.

Chronology

The order of events in time.

Culture

Activities such as arts and philosophy which are considered to be important for the development of civilisations.

Reflection

Year 3: Science Spring 2 - Light

Shadows

Key Knowledge

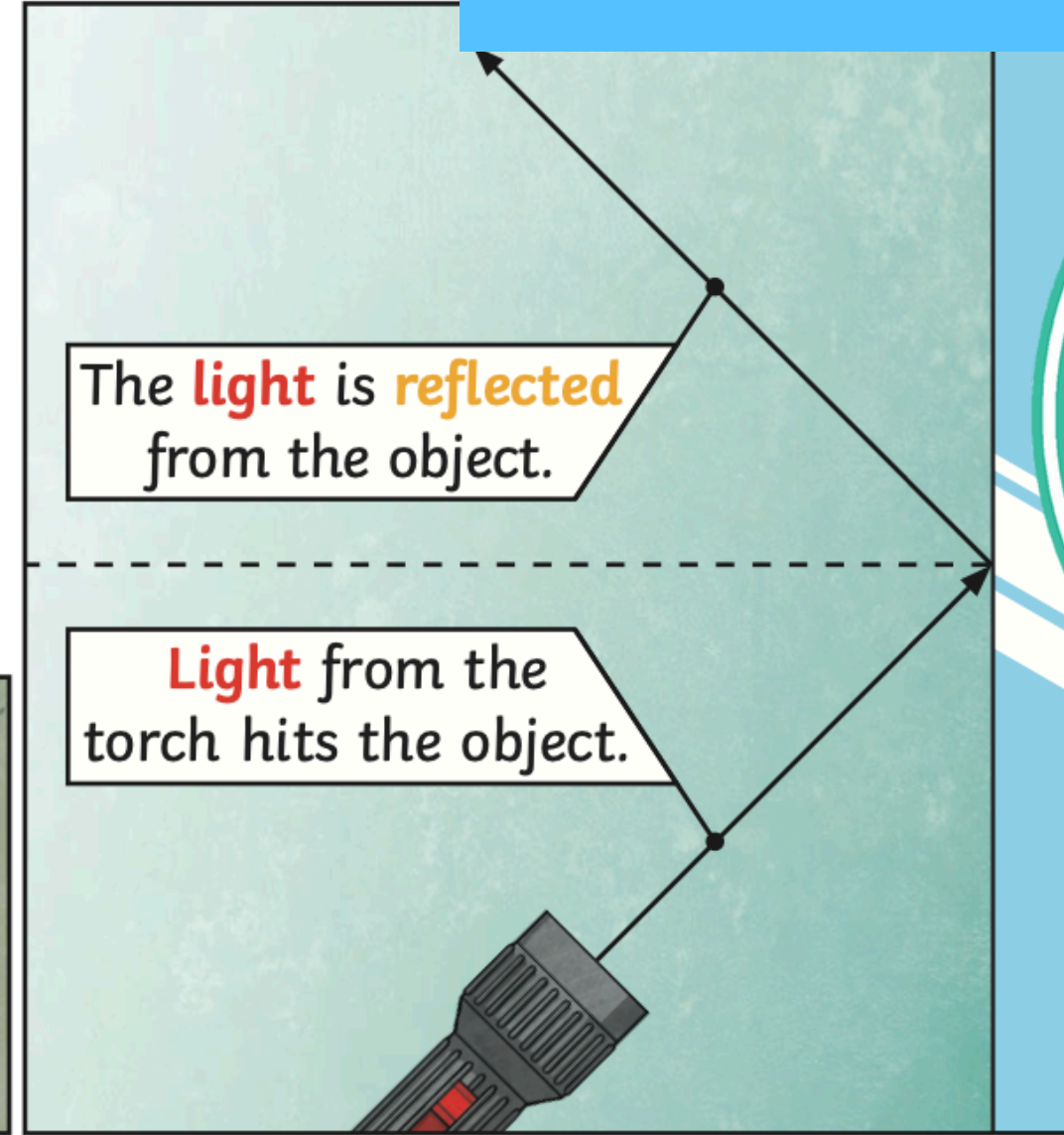
We need **light** to be able to see things. **Light** travels in a straight line. When **light** hits an object, it is **reflected** (bounces off). If the **reflected light** hits our eyes, we can see the object. Some surfaces and materials **reflect light** well. Other materials do not **reflect light** well. **Reflective** surfaces and materials can be very useful...



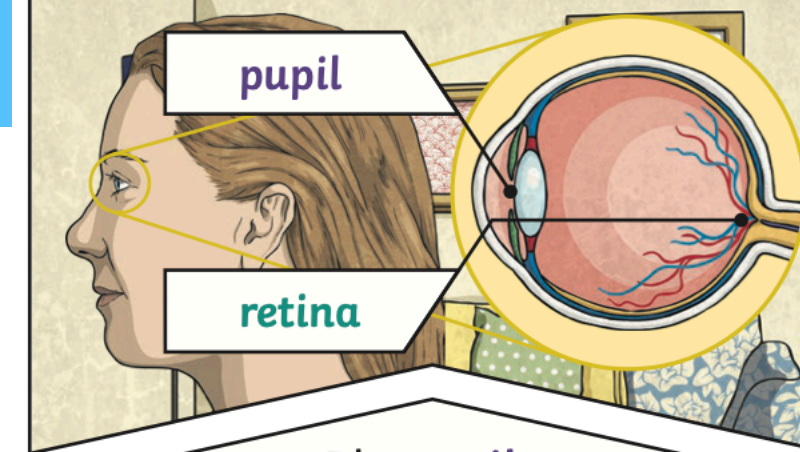
hi-vis jacket



cat's eyes

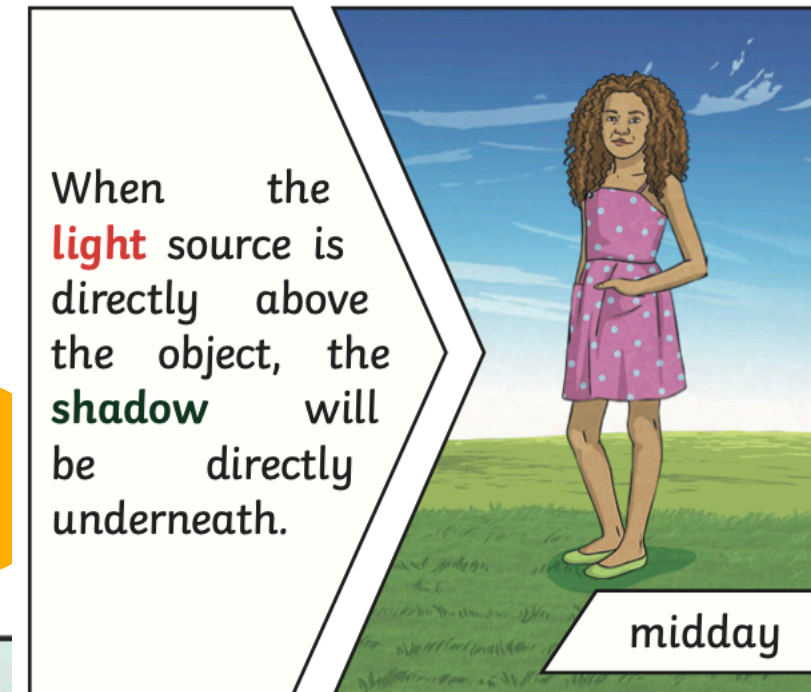
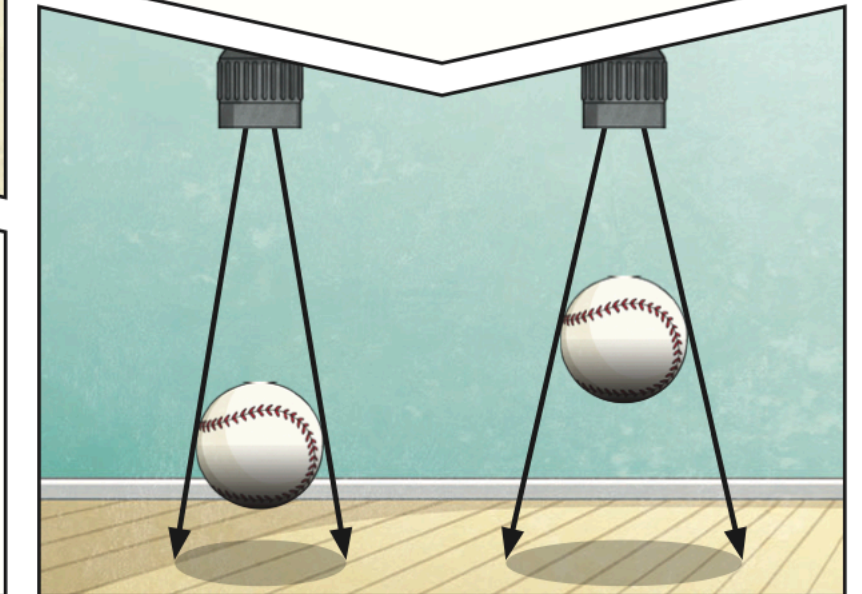


Key Knowledge

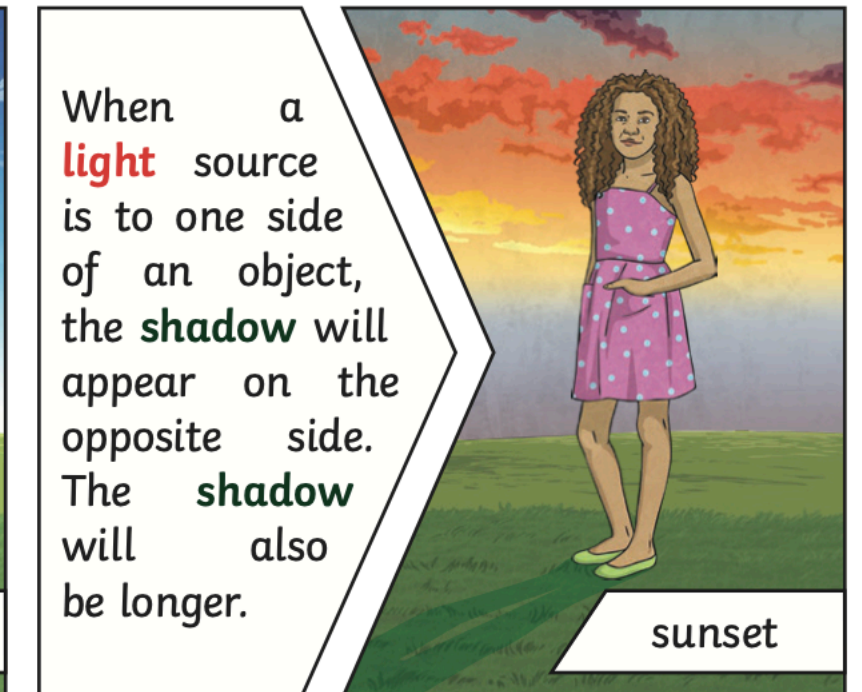


The **pupils** control the amount of **light** entering the eyes. If too much **light** enters, then it can damage the **retina**. To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating.

A **shadow** is caused when **light** is blocked by an **opaque** object. A **shadow** is larger when an object is closer to the **light** source. This is because it blocks more of the **light**.

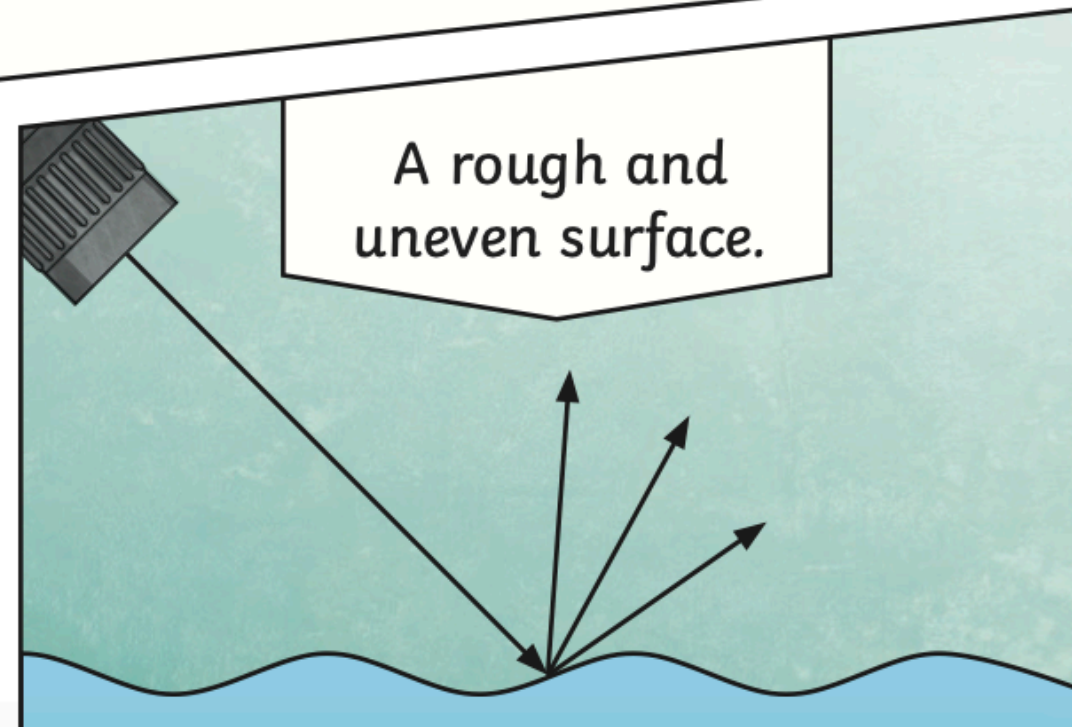
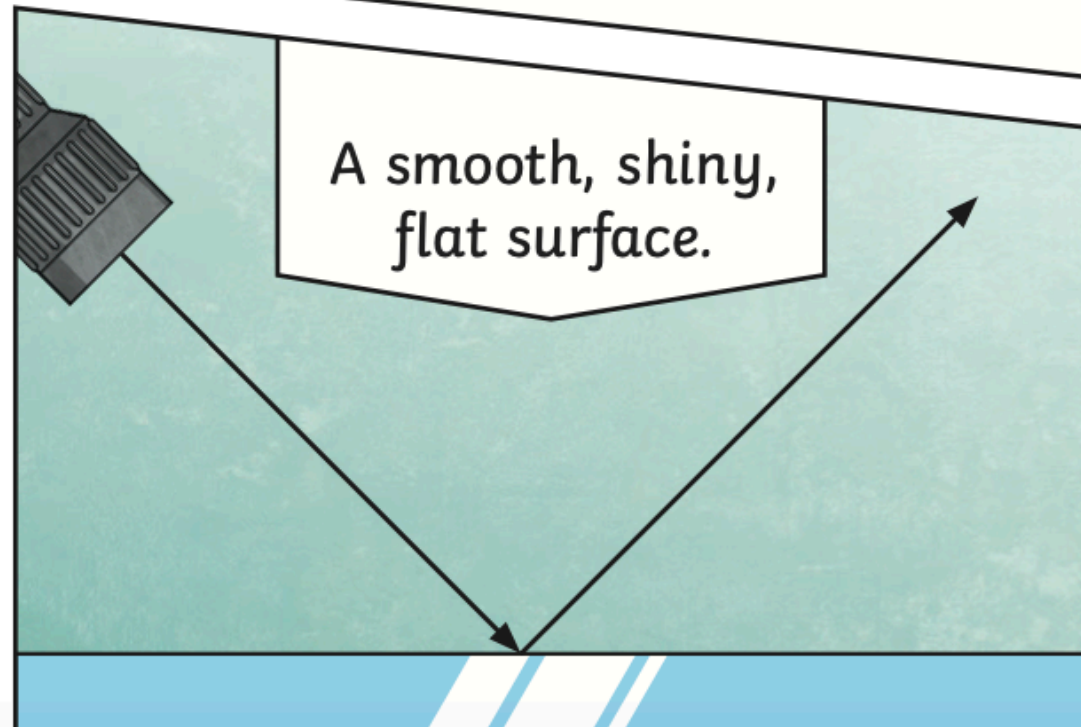


When the **light** source is directly above the object, the **shadow** will be directly underneath.



When a **light** source is to one side of an object, the **shadow** will appear on the opposite side. The **shadow** will also be longer.

The surfaces that reflect **light** best are smooth, shiny and flat.



Mirrors

Mirrors **reflect light** very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.



Key Vocabulary

Light

A form of energy that travels in a wave from a source.



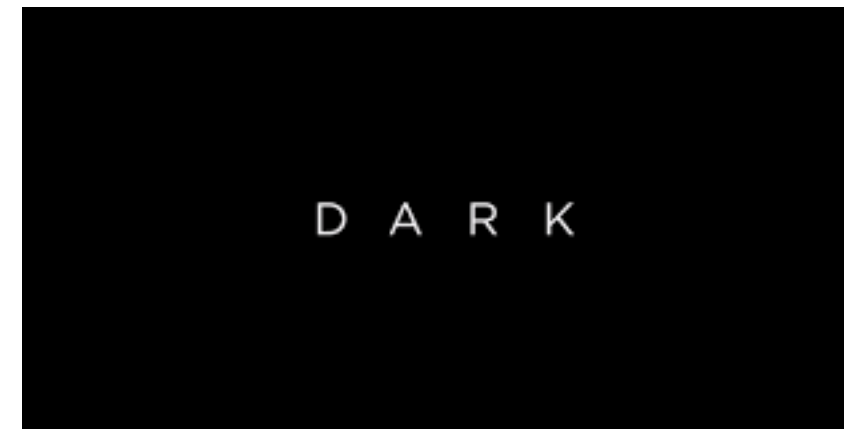
Light Source

An object that makes its own light.



Dark

Dark is the absence of light.



Reflection

The process where light hits the surface of an object and bounces back into our eyes.



Reflective

A word to describe something which reflects light well.



Shadow

An area of darkness where light has been blocked.



Opaque

Describes objects that do not let any light pass through them.



Translucent

Describes objects that let some light through, but scatter the light so we can't see through them properly.



Transparent

Describes objects that let light travel through them easily, meaning that you can see through the object.



Ray

Waves of light are called light rays. They can also be called beams.



Year 3: Computing Spring 2-Coding (Course C)



Course C (16 lessons)

Digital Citizenship (1 lesson)


Sequencing (5 lessons)

Loops (4 lessons)

Events (3 lessons)

Data (2 lessons)

End of Course Project (1 lesson)

Concept Chunk	#	Lesson Name	Description
Digital Citizenship	1	 Putting a STOP to Online Meanness	The internet is filled with all kinds of interesting people, but sometimes, some of them can be mean to each other. With this role play, help your students understand why it's often easier to be mean online than in person and how to deal with online meanness when they see it.
Sequencing	2	My Robotic Friends Jr.	In this context-setting lesson, students will use a set of symbols to instruct a "robot" to stack cups in different patterns. Students will take turns participating as the robot, responding only to the algorithm defined by their peers.
	3	Programming with Angry Birds	In this skill-building lesson, students will develop sequential algorithms to move a bird from one side of a maze to the pig on the other side. To do this, they will stack code blocks together in a linear sequence, making them move straight, turn left, or turn right.
	4	Debugging in Maze	In this skill-building lesson, students will encounter pre-written code that contains mistakes. They will need to step through the existing code to identify errors.
	5	Collecting Treasure with Laurel	In this skill-building lesson, students will continue to develop their understanding of algorithms and debugging. With a new character, Laurel the Adventurer, students will create sequential algorithms to get Laurel to pick up treasure as she walks along a path.
	6	Creating Art with Code	In this skill-building lesson, students will take control of the Artist to complete drawings on the screen.
Loops	7	My Loopy Robotic Friends Jr.	This context-setting lesson builds on the initial "My Robotic Friends" activity, featuring larger and more complicated designs.
	8	Loops with Rey and BB-8	This skill-building lesson has students using loops to help the Star Wars character BB-8 efficiently traverse a maze.
	9	Harvesting Crops with Loops	Students loop new actions to help the harvester collect multiple veggies growing in large bunches in this skill-building lesson.
	10	Mini-Project: Sticker Art	This mini-project lesson builds on the understanding of loops from previous lessons. Students will create unique artwork with the Artist.
Events	11	The Big Event	In this context-setting lesson, students will learn that events are a great way to add flexibility to a pre-written algorithm.
	12	Build a Flappy Game	This lesson combines skill-building around events with a mini-project where students get to build their own Flappy Bird game. At the end of the lesson, students will customize their game by changing the visuals or rules.
	13	Mini-Project: Chase Game	This lesson combines skill-building around events with a mini-project where students get to build their own animated game.
Data	14	Picturing Data	Students will collect data from a Play Lab project and visualize it using different graphs in this exploratory lesson.

Data (cont.)	15	Binary Bracelets	This exploratory lesson introduces the concept of binary which is how computers today store all sorts of information.
Project	16	End of Course Project	This project lesson takes students through designing, developing, and showcasing new Play Lab projects.

Key Vocabulary	
algorithm	A sequence of ordered instructions. In Scratch, algorithms are referred to as scripts.
block	A puzzle-shaped piece of code . They can connect to other blocks to create algorithms .
code	A set of instructions written in a programming language that a computer can understand.
condition	A block of code that will only run if a certain event is true or false.
loop	A way to repeat a set of instructions over and over again.
sprite	An image that can be created and programmed in Scratch.
variable	A value that can be recorded in the memory of Scratch. A variable can be edited.

Useful Links :-

<https://code.org/>

Year 3: Pentatonic melodies and composition (Chinese New Year)

Musical style: Folk music from China



Traditional folk music of China. As with most folk music, we often do not know who wrote these songs and they have been passed onto generations by people singing them.

Vocabulary

Crescendo When the music gets gradually louder.

Pentatonic A scale made up of five notes.

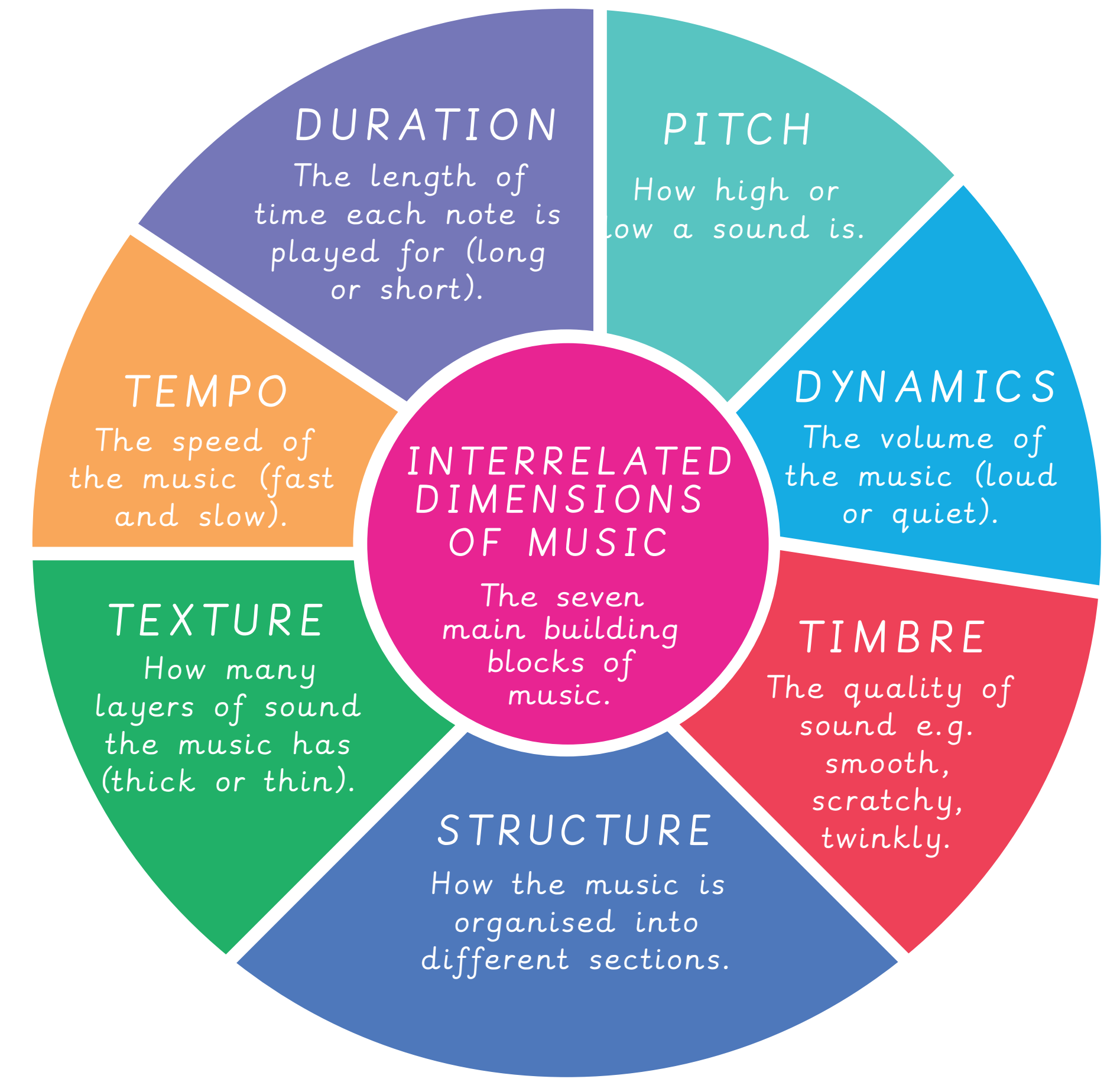
Notation The way that music is written so that others can play it.

Graphic score

Stave and letter notation

C D E F G A B C

Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.



Tips for improving your performance - FACE

Fluency Reducing hesitation.

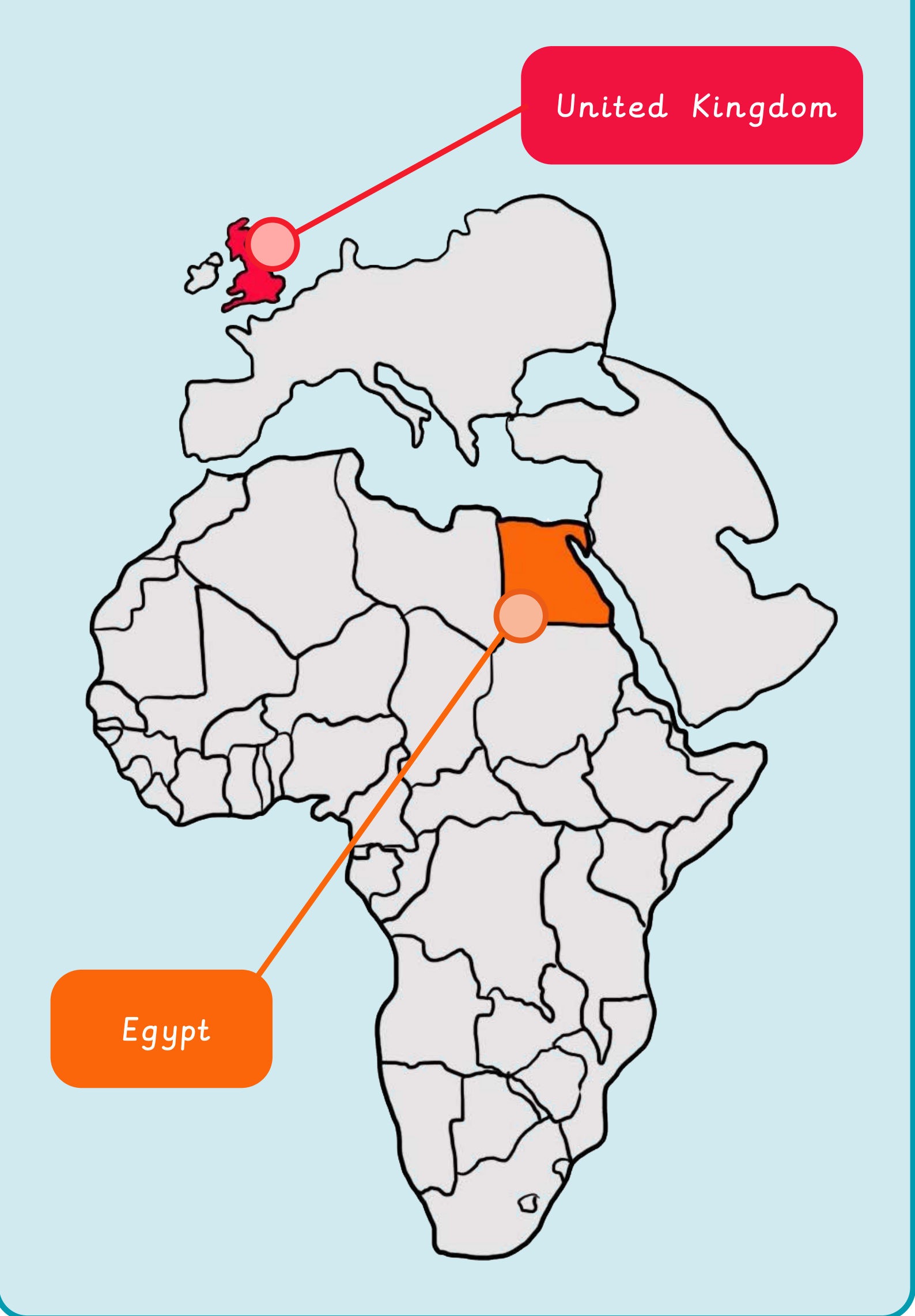
Accuracy Getting the melody right.

Control Instrumental technique.

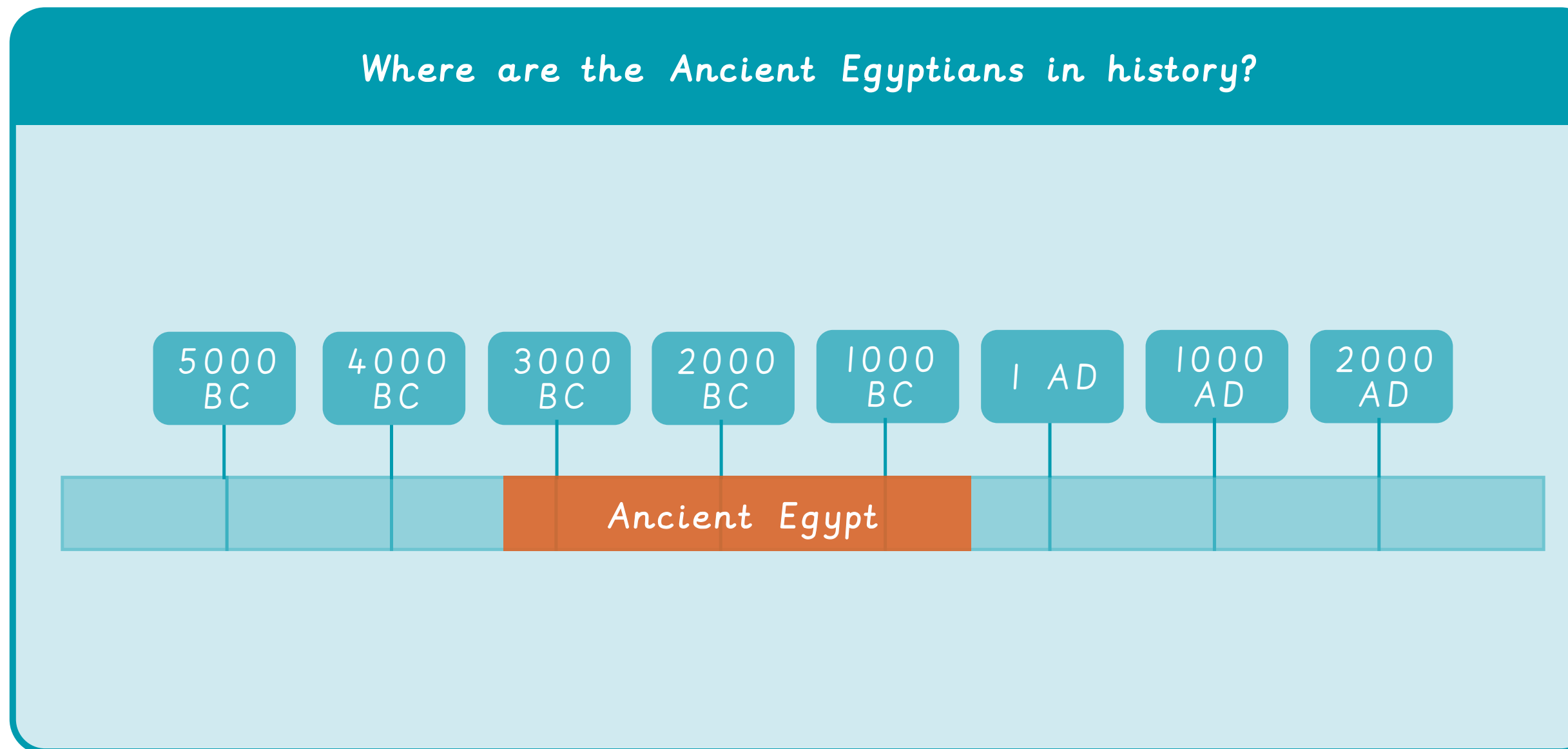
Expression Giving a personal response to the music.

Ancient	In historical terms it is something from a long time ago and no longer exists
Colour	A feature of everything in the world that is seen through the way it reflects light
Composition	Putting different elements together in a pleasing way
Egyptian	Someone or something decendant from Egypt
Imagery	A collection of images from a range of art forms
Layout	The arrangement of different elements within a given space
Papyrus	A riverside plant used to make paper
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Technique	Skills applied by an artist to produce a particular art form

Where is Egypt?



Where are the Ancient Egyptians in history?



Ancient Egyptian art facts:

The most important people were often the largest object in Ancient Egyptian paintings



People were always painted from the side



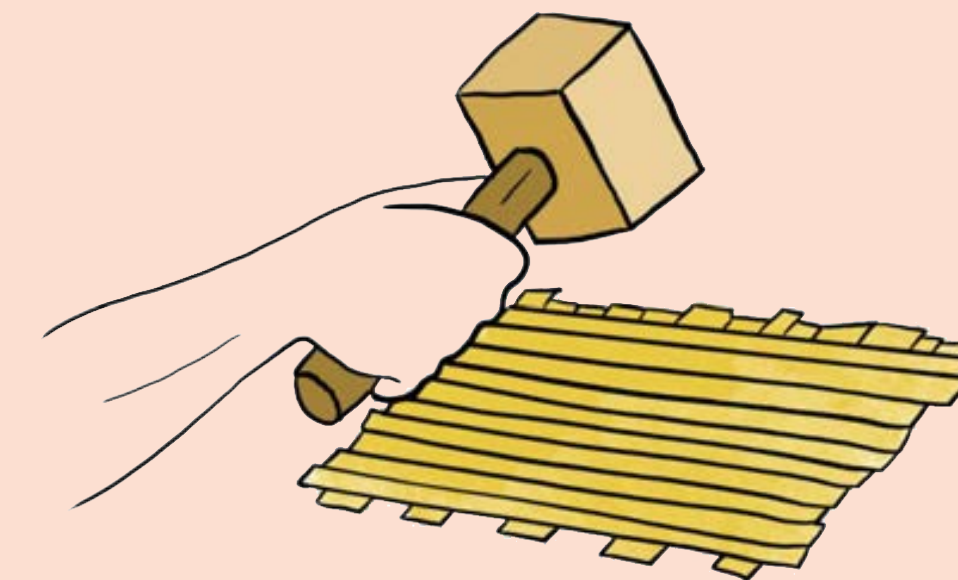
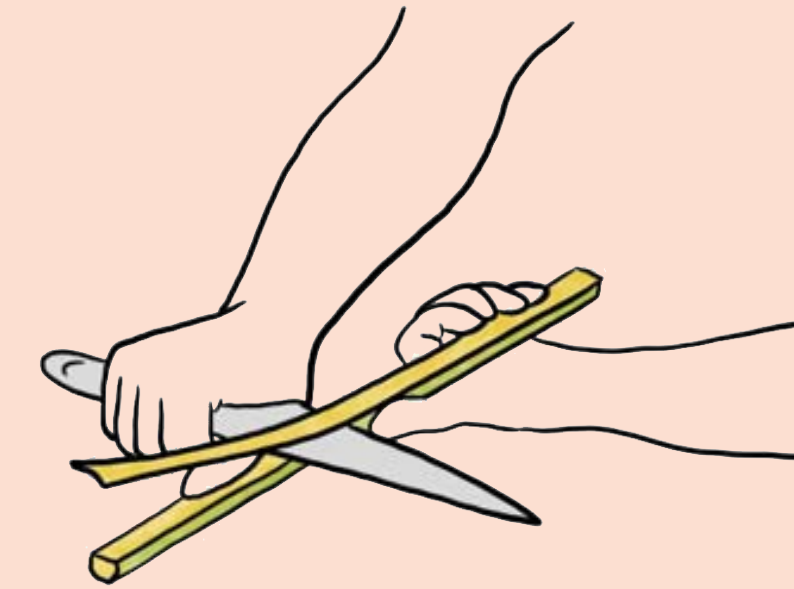
Ancient Egyptian paintings are painted in 2D (flat images) with no perception of 3D form

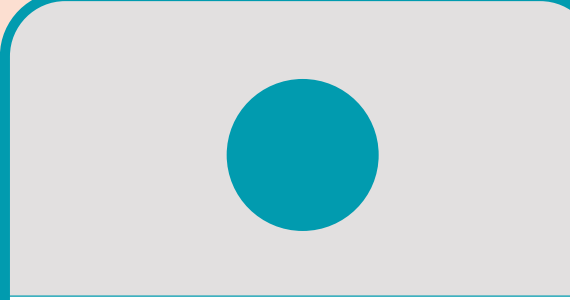


They used white, black, red, yellow, green and blue. These colours came from minerals they would find around the area they lived in

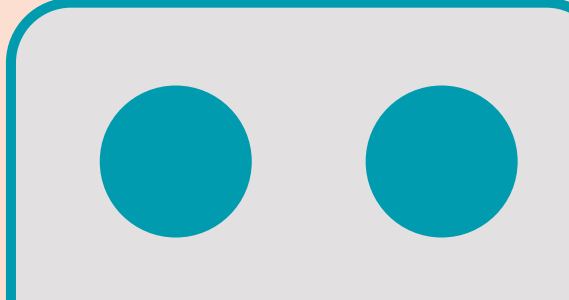


Making papyrus style paper

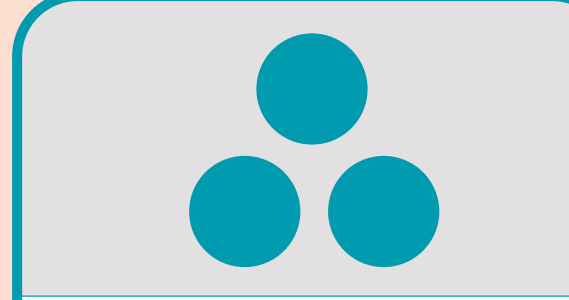




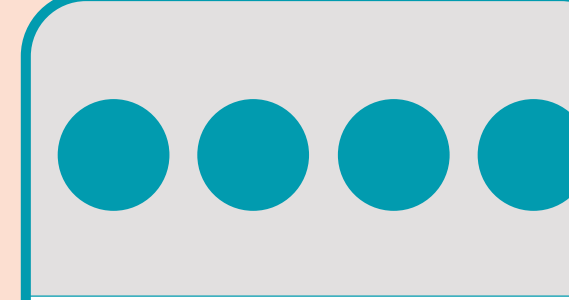
un
one



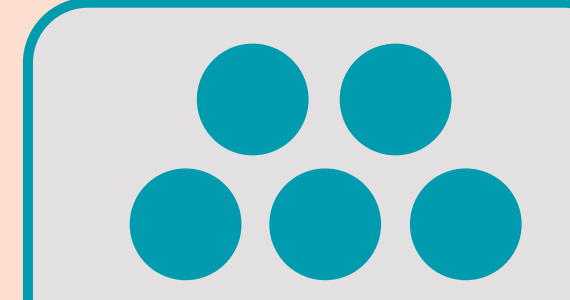
deux
two



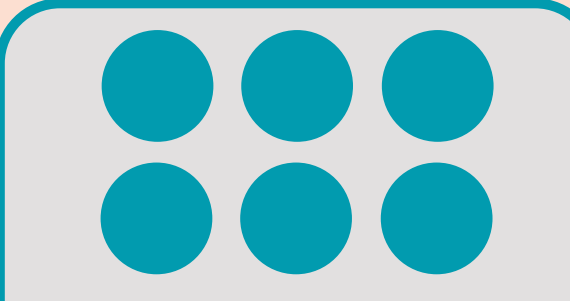
trois
three



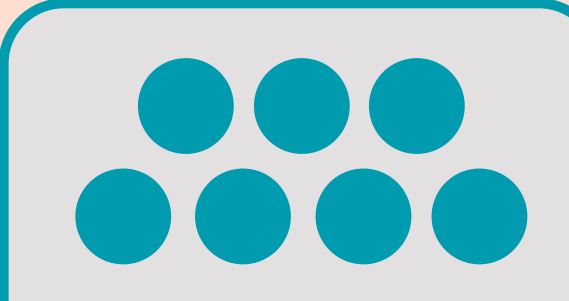
quatre
four



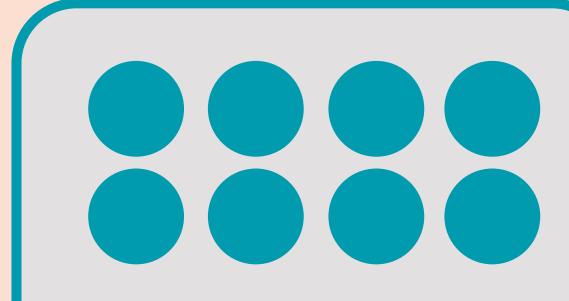
cinq
five



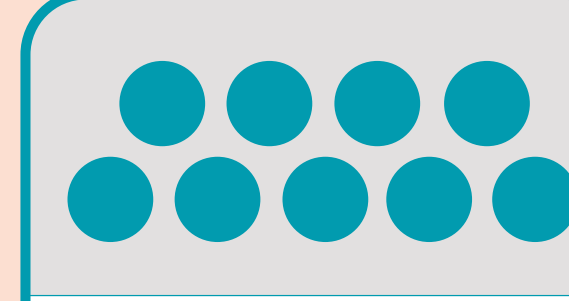
six
six



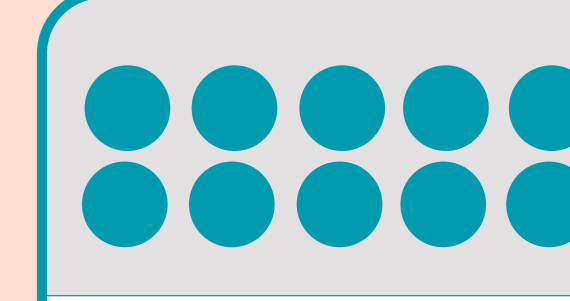
sept
seven



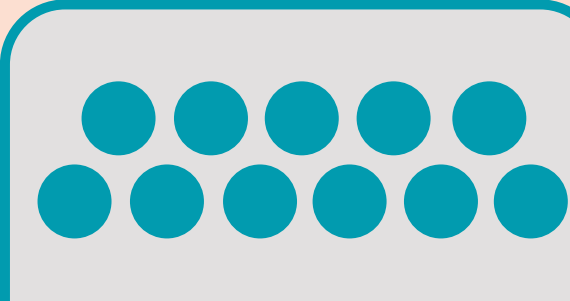
huit
eight



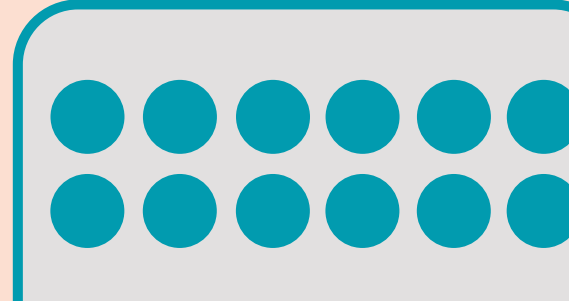
neuf
nine



dix
ten



onze
eleven



douze
twelve

$2+2$
deux plus
deux

Plus
add



$3-2$
trois moins
deux

moins
minus /
Take away





Sentence structure and phrases

Phrases

Font	makes/equals
C'est	It is
Tu as quel âge ?	How old are you?
J'ai sept ans	I am 7 years old

Game phrases

À moi !	My turn!	Manqué !	Missed!
À toi !	Your turn!	Gagné !	Won!

Pronunciation

Some end letters are silent in French

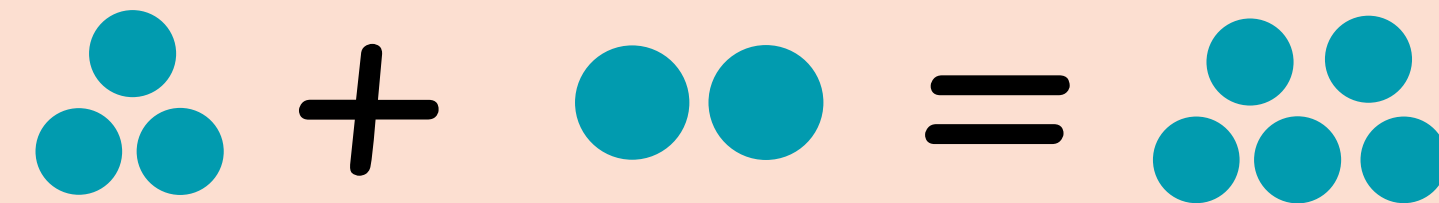
Un	one	(uh)
Deux	two	(duh)
Trois	three	(twa)



Plus - add - is used when adding two or more numbers together this time the "s" is pronounced. Also means 'more'

trois **plus** deux font cinq

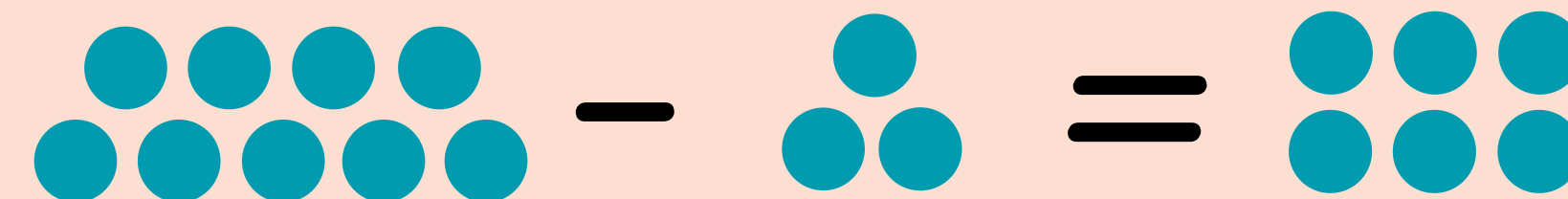
three add two makes/equals five



Moins - minus / take away - is used when subtracting two or more numbers. Also means 'less'.

neuf **moins** trois font six

nine minus three makes/equals six



Il y a combien de triangles?

How many triangles are there?

Il y a trois triangles

There are three triangles

Ladder Knowledge



Throwing:

- Year 3:** throw slightly ahead of a moving target.
- Year 4:** one handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

Catching:

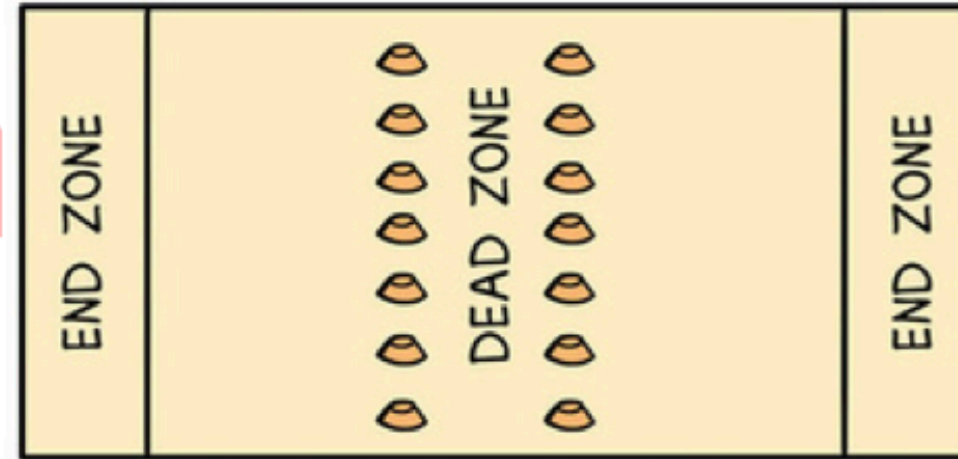
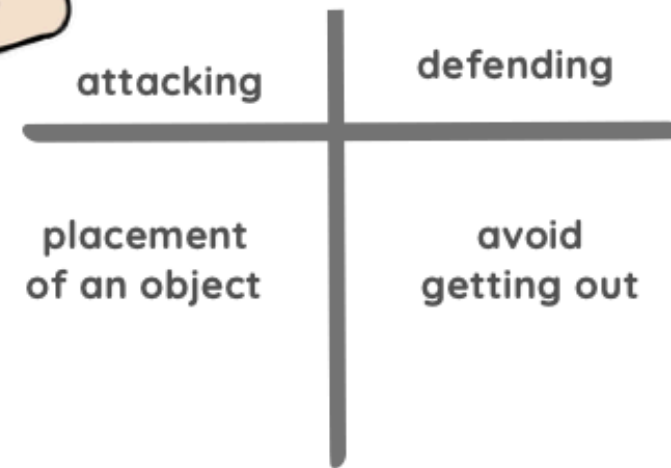
- Year 3:** begin in a ready position to help you react to the ball.
- Year 4:** move your feet to the ball and pull it in to your chest to help you to catch more consistently.

About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.



Key Principles of Target Games (dodgeball, golf)



Dodgeball originated in Africa over 200 years ago!

Movement Skills

- throw
- catch
- dodge
- jump

This unit will also help you to develop other important skills.

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

Rules

OUTS

- A player is 'out' when:
- A live ball hits their body (shoulders or below).
 - An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
 - Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

A live ball is one that has not bounced or hit a wall/ceiling.

Tactics

Year 3: using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

Year 4: applying attacking tactics will help you to score points and get opponents out. Applying defending tactics will help you to stay in the game.

Healthy Participation



- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

If you enjoy this unit why not see if there is a dodgeball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dodge or Catch

What you need: 1 soft ball or a pair of rolled up socks, 2 players.

How to play:

- Players stand 3m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.



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Key Vocabulary

- accuracy:** how close the object is to the given target
- agility:** the ability to change direction quickly
- avoid:** keep away from or stop
- caught out:** when a player catches an opponent's ball deeming them out
- communicate:** share information
- cushion:** take the power out of an object
- decide:** to choose
- decision:** select an outcome
- hit out:** when a player in dodgeball is hit below the shoulders by a live ball
- opposition:** the other team
- release:** the point at which you let go of an object
- tactic:** a plan or strategy
- tournament:** a competition of more than two teams





Get Set 4 Education

Knowledge Organiser Gymnastics Year 3

About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



Which of these balances are point balances and which of these are patch balances?



Key Vocabulary

body tension: squeezing muscles to help to be stable when performing actions

contrast: different to one another

control: being able to perform a skill with good technique

direction: forwards, backwards, sideways

extend: to make longer

flow: smooth link

landing position: a stable position used after jumping

match: the same

matching: to perform the same action as someone else

patch: a large body part

point: a small body part

take off: the moment a person begins jump



Ladder Knowledge



Shapes: Use body tension to make your shapes look better.

Balances: Make your balances look interesting by using different levels.

Rolls: Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders

Jumps: Change the take off and shape of your jumps to make them look interesting.



Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

This unit will also help you to develop other important skills.

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

If you enjoy this unit why not see if there is a gymnastics club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Point and Patch

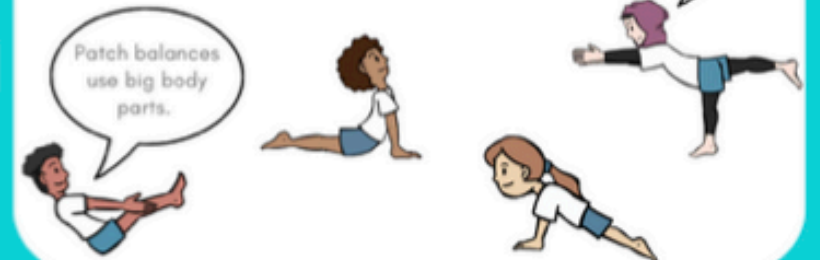


What you need: a soft, flat surface.

How to play:

- Create a sequence using three or four balances, include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



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Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

About this Unit

Regular physical activity can do so many wonderful things to your overall health and fitness. It helps improve memory, makes you feel happier and gives you more energy. Regular exercise helps to build strong bones, strengthen your muscles and even improves sleep.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...



- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.
- Stamina: when playing the whole of lunchtime.
- Strength: when carrying your school bag.



Can you think of any other examples of when these elements of fitness would be useful?

Key Vocabulary

- accelerate:** speed up
- agility:** the ability to change direction quickly
- balance:** the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
- co-ordination:** moving two or more body parts at the same time
- control:** being able to perform a skill with good technique
- decelerate:** slow down
- direction:** forwards, backwards, sideways
- dynamic:** how an action is performed e.g. quickly, slowly, gently
- muscle:** tissue that helps us to move our bodies
- progress:** to improve
- react:** to respond to quickly
- record:** to make note of
- speed:** how fast you are travelling
- stamina:** the ability to move for sustained periods of time
- static:** on the spot
- strength:** the amount of force your body can use
- technique:** the action used correctly



Ladder Knowledge



Agility:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
Year 3: agility helps us with everyday tasks.	Year 3: balance helps us with everyday tasks.	Year 3: co-ordination helps us with everyday tasks.	Year 3: leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	Year 3: when completing strength activities, they need to be performed slowly and with control to help you to stay safe.	Year 3: stamina helps us in other life activities.
Year 4: keep your elbows bent when changing direction to help you to stay balanced.	Year 4: you need to squeeze different muscles to help you to stay balanced in different activities.	Year 4: if you begin in a ready position, you can react quicker.	Year 4: a high knee drive, pumping your arms and running on the balls of your feet will give you more power.	Year 4: strength comes from different muscles and it can be improved in different ways.	Year 4: you need to pace yourself when running further or for a long period of time.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

- Social** support others, work safely, communication
- Emotional** perseverance, determination, honesty
- Thinking** identify areas of strength and areas for development

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.



If you enjoy this unit why not see if there is an athletics club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

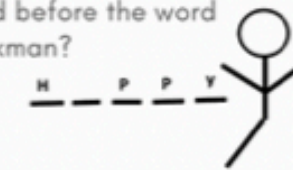
Home Learning

Stickman

What you need: A pen and piece of paper, one player, one person to choose the words.

How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises.
star jumps / hops / sit ups / jumping twists / press ups
- Can the player guess the word before the word master draws a complete stickman?
- NB. stickman to include head, body, two arms and two legs



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Discovery RE Knowledge Organiser Year 3, ages 7-8

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry.

The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Christianity	Enquiry Question: What is good about Good Friday?	Age: 7/8 Year Group: <u>3 Spring 2</u>
This enquiry considers the Christian concepts of Salvation and the Gospels, where we find the story of Holy Week (the events leading up to Jesus' death and resurrection starting with Palm Sunday and finishing on Easter Sunday).		



Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p>Salvation: the belief that Jesus' death and resurrection saved humans and opened the way back to God for eternity.</p> <p>All 4 of the Gospels (the accounts of Jesus' life on earth attributed to his closest friends) tell the story of Holy Week. The day before Good Friday is called "Maundy Thursday" and is the day he ate a "Last Supper" with his friends. The passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of communion. Good Friday is the day when Christians commemorate the death of Jesus on the cross. Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday.</p>		<p>The word Gospel means "good news" as Christians believe Jesus' incarnation (God becoming man) is good news for all people.</p> <p>Christians believe that Jesus went willingly to his death because he trusted God as his father.</p> <p>They believe in eternal life with God because of Jesus rising from the dead.</p>	<p>Can I consider a belief where somebody comes back to life from the dead and which therefore makes their death a "good" thing? How do I feel about this?</p>
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Incarnation: God as man</p> <p>Disciples: Jesus' special friends</p> <p>Resurrection: Coming back to life after being put to death</p> <p>Crucifixion: being put to death by being nailed to a cross.</p> <p>Communion: The sharing of specially blessed bread and wine which then becomes/represents to Christians the body and blood of Jesus to commemorate the Last Supper and Jesus' death and resurrection.</p>	<p>Crucifixion was a common punishment for certain crimes in Jesus' times. The Bible says Jesus was put to death along with two thieves. Jesus fulfilled many prophecies from the Old Testament throughout his life, but especially over Holy Week. These allowed his disciples, who would have known these verses, to have even more belief that he was the long-awaited Messiah.</p>	<p>Christians believe that it was God's plan that Jesus was to suffer death in this way to show that people can be forgiven and have a fresh start. Jesus forgave the thief and bystanders at his crucifixion.</p> <p>Many Christians will go regularly to church to share in communion in memory of the death and resurrection of Christ and Christians who do not attend more regularly may go to the Easter services on Maundy Thursday, Good Friday and Easter Sunday.</p>	<p><u>Yrs 1&2</u> Spring 2 Easter units. Other units which speak of sacrifice for faith such as <u>Yr 1</u> Summer 1 (Judaism: Shabbat), <u>Yr 3</u> Spring 1 (Sikhism: the story of the Khalsa).</p>