

# Unit 8

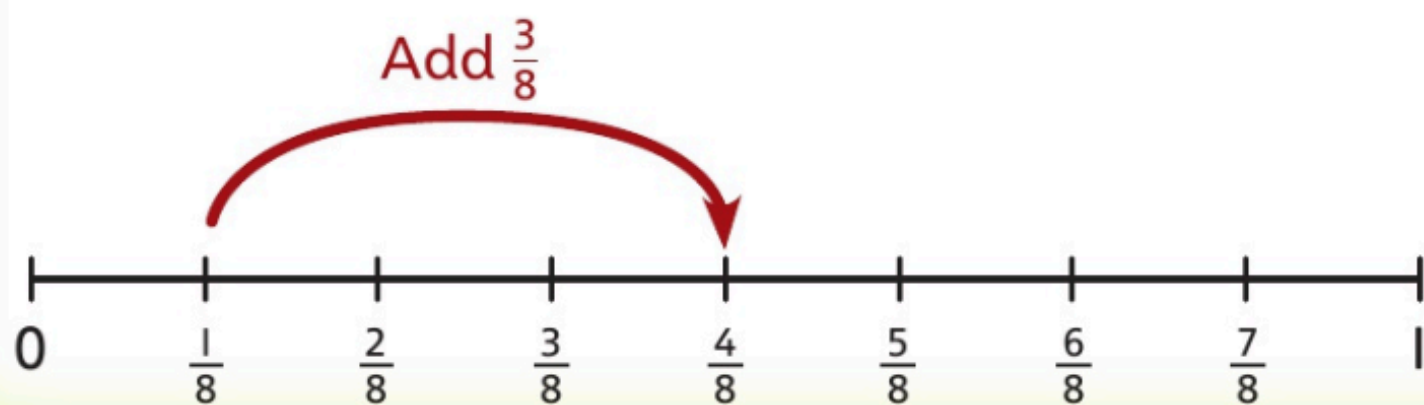
## Fractions



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

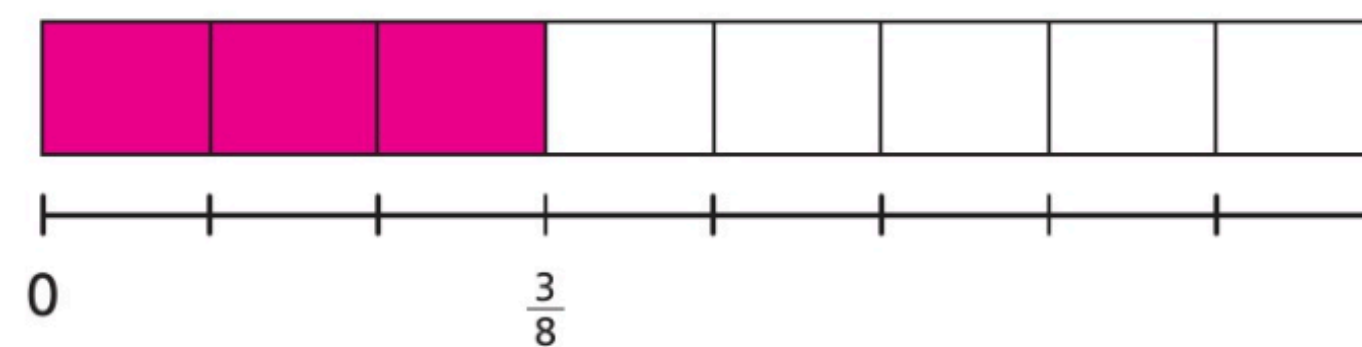
compare add fraction

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.





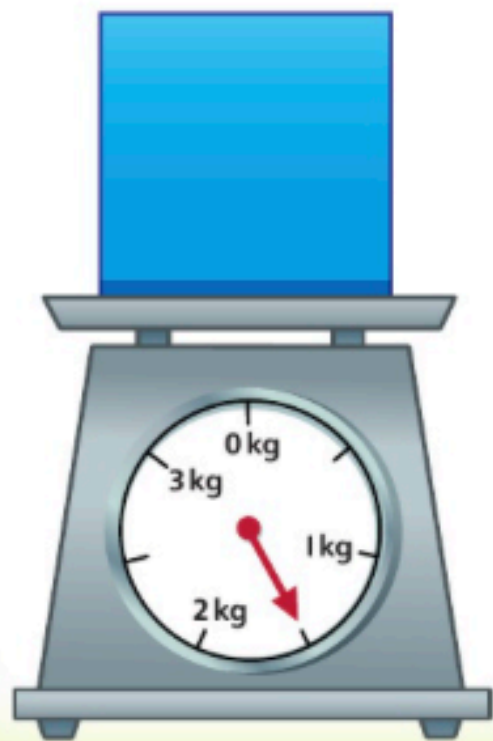
# Unit 9

## Mass



In this unit we will ...

- ⚡ Work out different intervals on a scale
- ⚡ Measure mass in kilograms and grams
- ⚡ Add, subtract and compare masses
- ⚡ Solve problems involving mass



Do you remember what this is called? Use it to find the mass of an object.

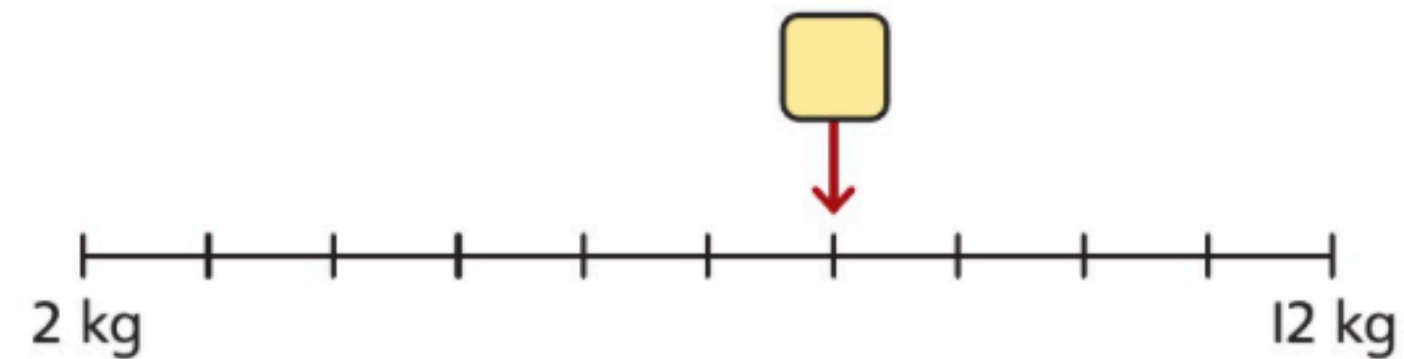


We will need some maths words. Which of these have you met before?

mass    measure    kilograms (kg)

scale    interval    grams (g)

We need to use this too! Use it to work out the missing number.





# Unit 10

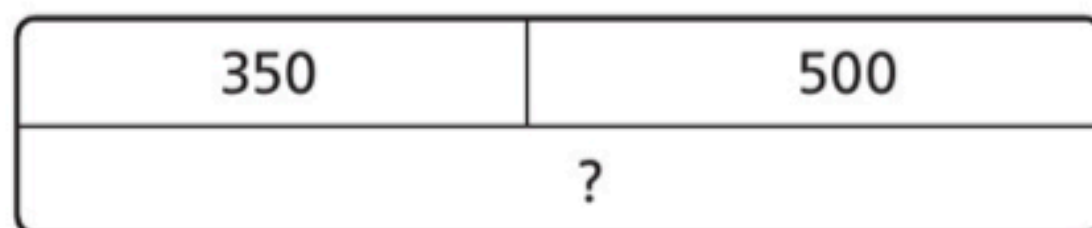
## Capacity



In this unit we will ...

- ⚡ Measure capacity in litres and millilitres
- ⚡ Convert between litres and millilitres
- ⚡ Compare and order capacities
- ⚡ Add and subtract capacities
- ⚡ Solve problems involving capacities

Do you remember using a bar model to add numbers? Use this one to find the total.



We will need some maths words. Which ones have you seen before?

capacity

litre (l)

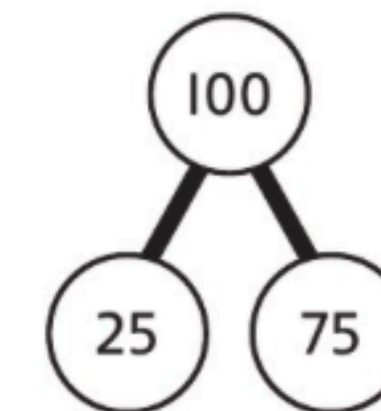
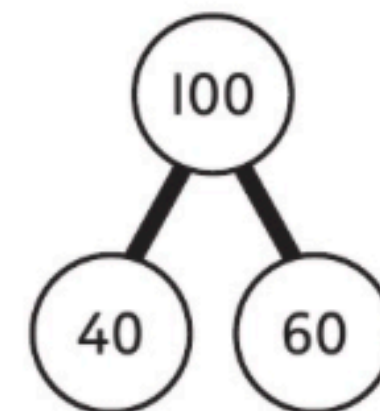
millilitre (ml)

convert

scale

interval

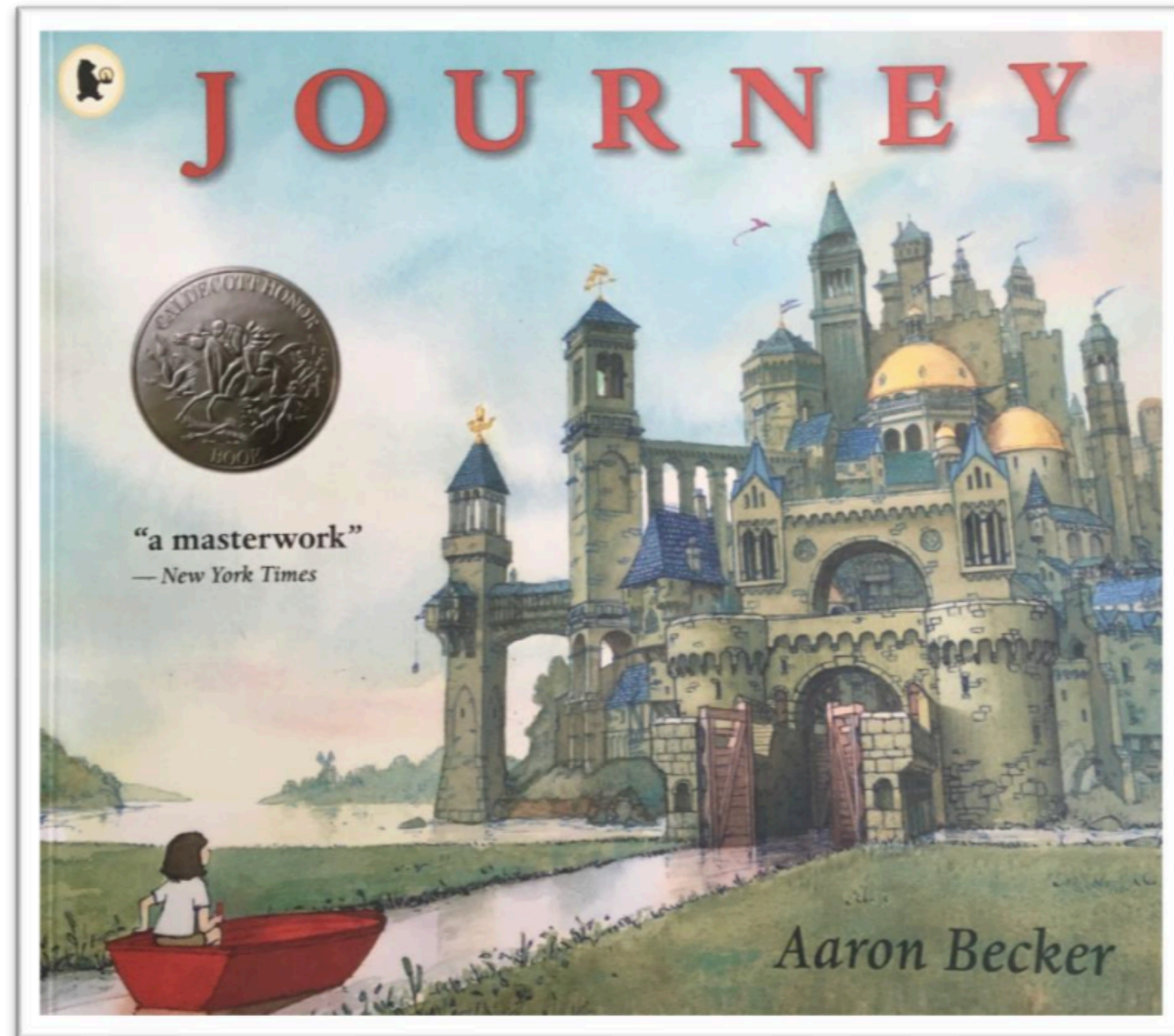
Can you use part-whole models to partition numbers?





# Journey

By Aaron Becker



**Outcome:** Narrative - Adventure story

**Writing outcome:**

Write an adventure story based on Journey using the language of Berlie Doherty

**Greater depth writing outcome:**

Include a new setting route to lead from one place to another



**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"> <li>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)</li> <li>Group related ideas into paragraphs</li> <li>Build an increasing range of sentence structures</li> <li>Use adverbs to express time, place and cause</li> </ul>	<ul style="list-style-type: none"> <li><b>Use the present perfect form of verbs in contrast to the past tense</b></li> <li><b>Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)</b></li> <li><b>Group related ideas into paragraphs</b></li> <li><b>Use a or an according to whether the next word begins with a noun or a consonant</b></li> </ul>	<ul style="list-style-type: none"> <li>Use small details to describe characters</li> <li>Include a setting to create atmosphere</li> <li>Sequence of events to follow the structure of the model story</li> <li>Write an opening paragraph and further paragraphs for each stage</li> <li>Create dialogue between characters that shows their relationship with each other</li> <li>Use 3rd person consistently</li> <li>Use tenses appropriately</li> </ul>

**NC Word List  
- Years 3 and 4**

**Developing Vocabulary**

bicycle	mention	isolated	citadel
decide	minute	excluded	aqueduct
eighth	naughty	billowing	archway
experiment	position	elegant	canal lock
guard	possess	magnificent	pennant
island	probably	crouch	spire
regular	occasionally	fidget	dome
straight	quarter	sneer	
		hunch	
		atmosphere	
		dialogue	



# Illustrated Atlas of Britain and Ireland

by Struan Reid and Megan Cullis



Year 3 Pathways to Read: Summer 1

Additional texts:

Up by Disney Pixar

## Pathways to Read teaching sequence

### ↔ Predict

Predict what might happen from details stated and implied (2e)

### ↔ Clarify vocabulary

Explore the meaning of words in context (2a)

### ↔ Read and retrieve

Retrieve, record and present information (2b)

### ↔ Read and explain: Mastery focus

Retrieve and record information from non-fiction (2b)

- Use dictionaries to check the meaning of words that they have read (2b)
- Ask questions to improve understanding (2b)

Identify main ideas drawn from more than one paragraph and summarise (2c)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)

- Identify themes and conventions in a wide range of books (2d)

Identify how language, structure and presentation contribute to meaning (2f)

Discuss words and phrases that capture the reader's interest and imagination (2g)

*\*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
<ul style="list-style-type: none"> <li>↔ Retrieve and record information</li> <li>↔ Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>↔ Retrieve and record information from non-fiction</li> <li>↔ Use dictionaries to check the meaning of words that they have read</li> </ul>





# Pathways to Spell

Year 3

Summer 1

## Summer 1 overview:

Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Common exception words – year 2</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>The /z/ sound spelt s</li></ul>	<ul style="list-style-type: none"><li>Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)</li></ul>
3	<ul style="list-style-type: none"><li>The /dʒ/ sound spelt as -ge and -dge at the end of words</li></ul>	<ul style="list-style-type: none"><li>Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)</li></ul>
4	<ul style="list-style-type: none"><li>The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words</li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /zən/, spelt as -sion</li></ul>
5	<ul style="list-style-type: none"><li>The /r/ sound spelt <i>wr</i> at the beginning of words</li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /zən/, spelt as -sion</li></ul>
6	<ul style="list-style-type: none"><li>The /z:/ sound spelt or after w</li></ul>	<ul style="list-style-type: none"><li>The possessive apostrophe (singular nouns) (Y2*)</li></ul>



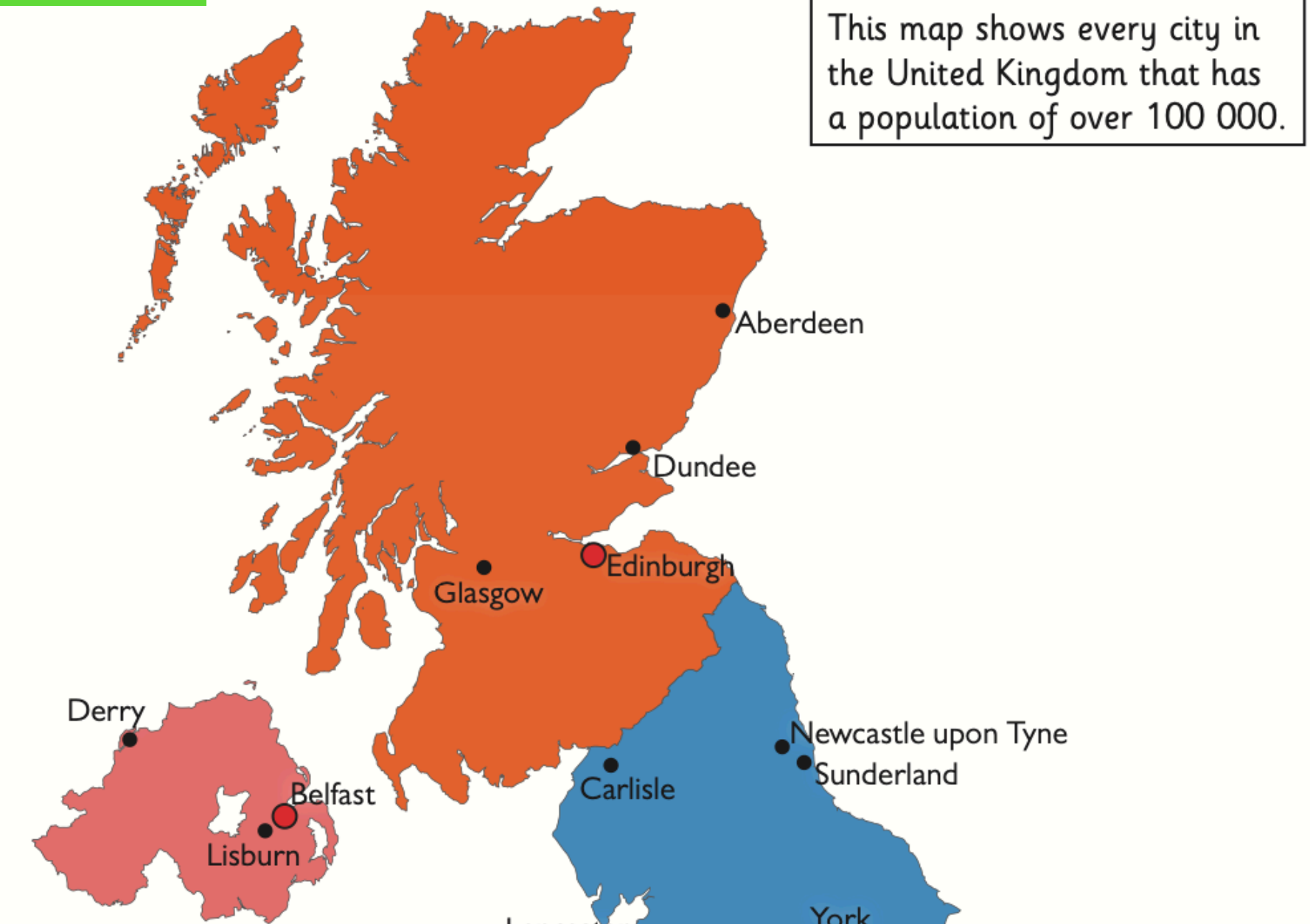


# Year 3: Geography - summer 1 - The uk

## Countries

The UK					
Country	Flag	Capital City	Key Landmark	Key Rivers	High Ground
England		London	Stonehenge	Thames	Pennines
Scotland		Edinburgh	Ben Nevis	Tay	Grampian Mountains
Wales		Cardiff	Snowdon	Severn (also flows through England)	Cambrian Mountains
Northern Ireland		Belfast	Giant's Causeway	Bann	Sperrin Mountains

## Cities



This map shows every city in the United Kingdom that has a population of over 100 000.

## Rivers/Seas



## Mountains/Hills





## Key Vocabulary

### Country

A small area of the UK containing lots of towns and villages.



### Uk

The united Kingdom of Great Britain and Northern Ireland



### Great Britain

England, Scotland and Wales.

### Landmark

A feature of the landscape that is easily recognised.



### River

A large stream of water flowing in a Channel to the sea, a lake or another river.



### Sea

The water that covers most of the earth's surface.



### Mountain

A large natural elevation of the earth's surface rising abruptly from the surrounding level.



### Cities

A large town .



### Capital

The city or town that functions as the seat of government.





# Reflection

# Year 3: Science Summer 1 - Light

# Shadows

## Key Knowledge

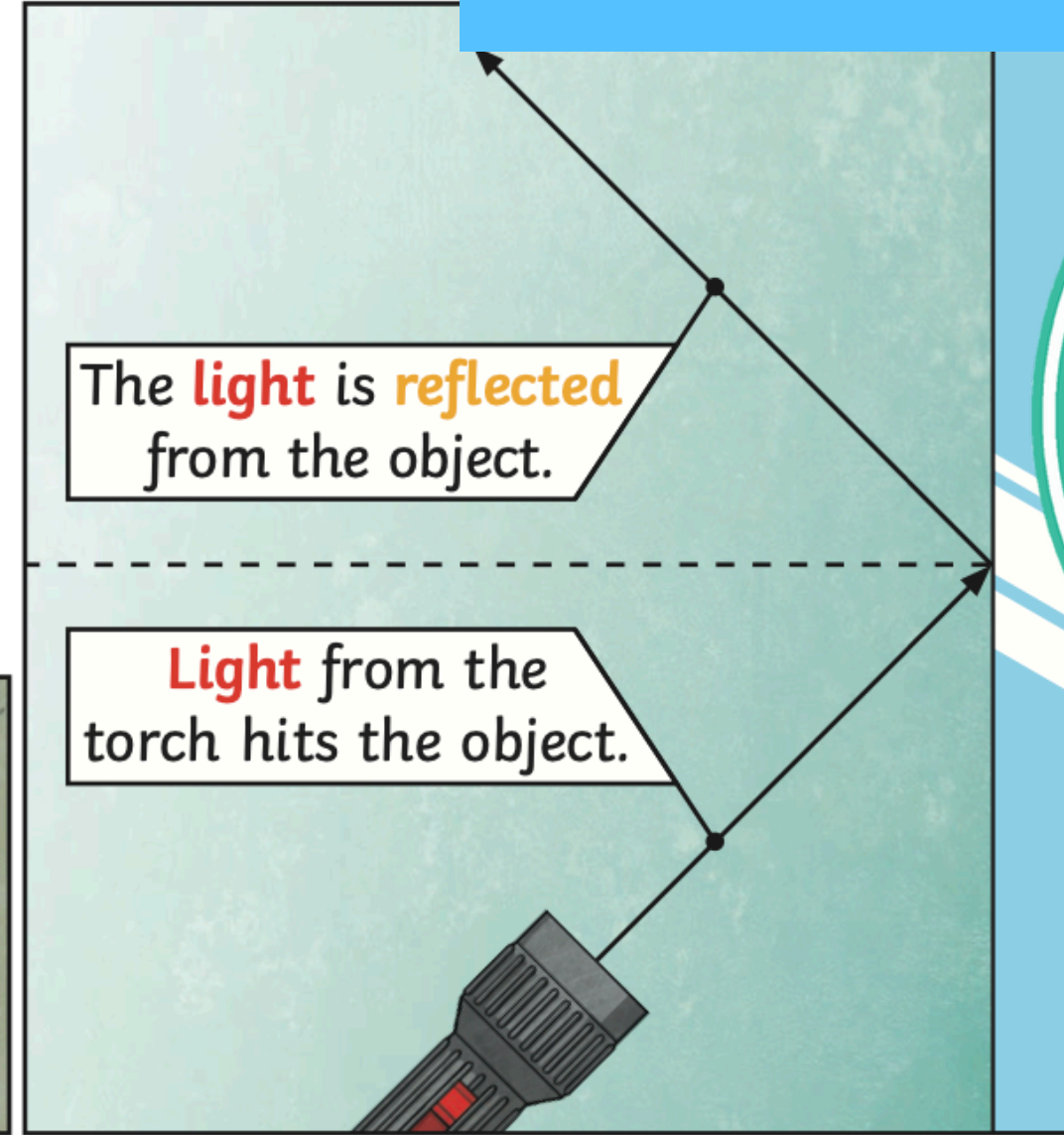
We need **light** to be able to see things. **Light** travels in a straight line. When **light** hits an object, it is **reflected** (bounces off). If the **reflected light** hits our eyes, we can see the object. Some surfaces and materials **reflect light** well. Other materials do not **reflect light**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



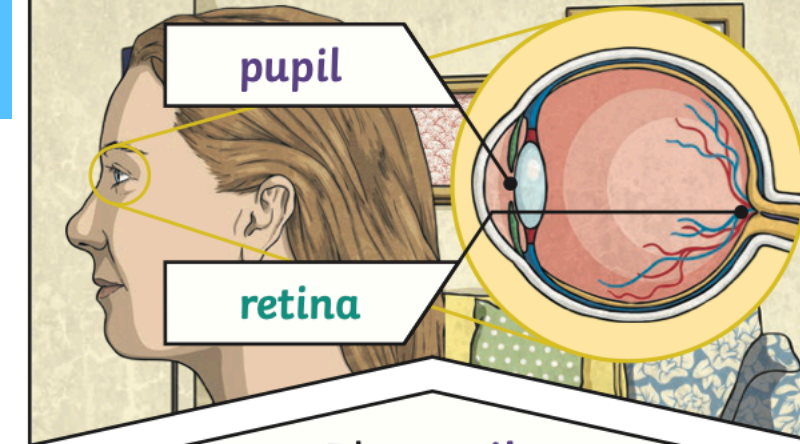
hi-vis jacket



cat's eyes

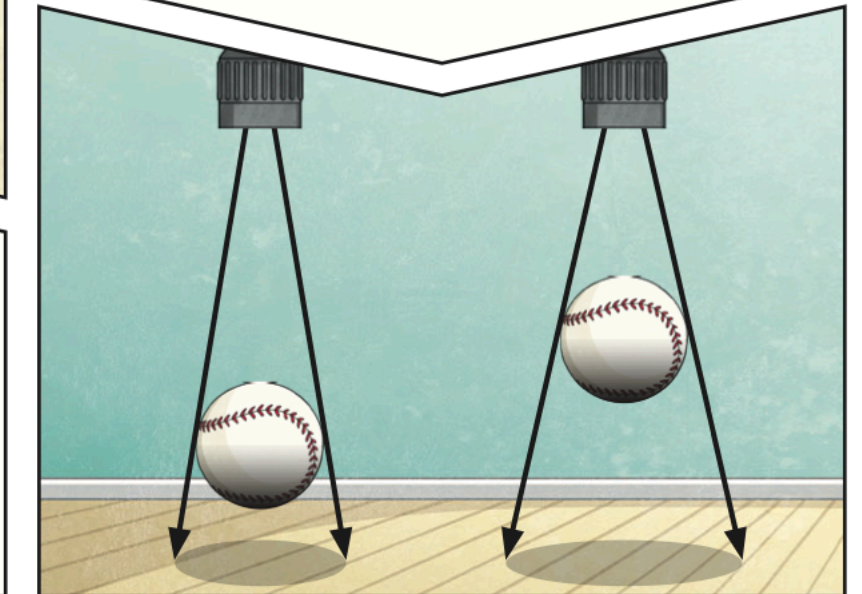


## Key Knowledge



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**.



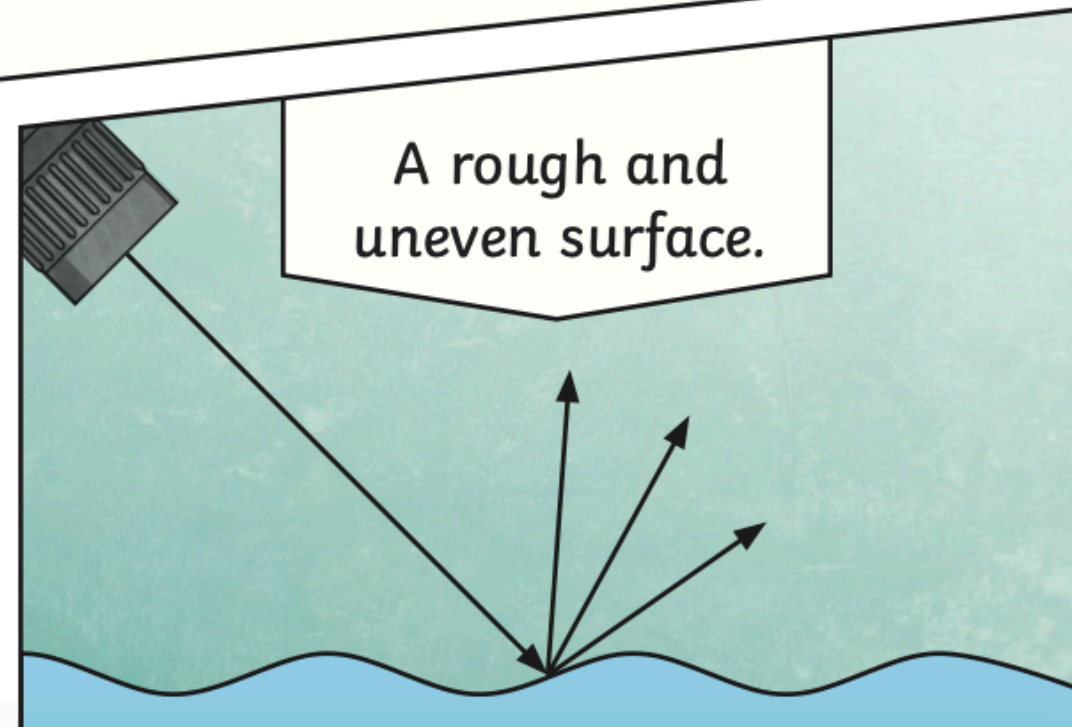
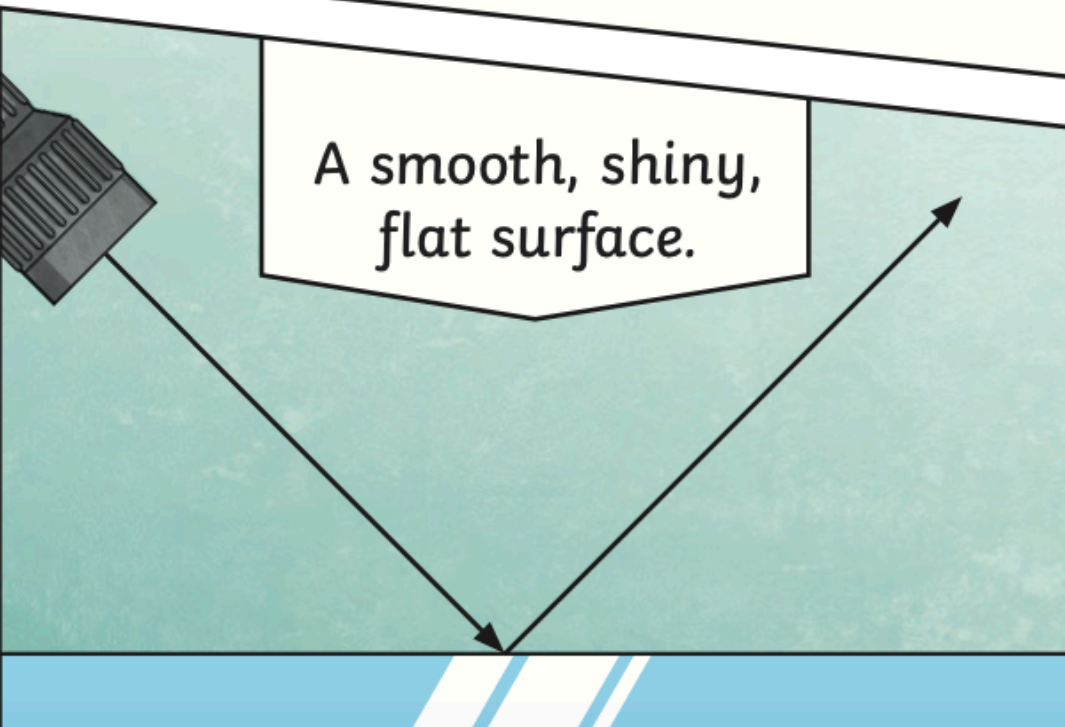
When the **light** source is directly above the object, the **shadow** will be directly underneath.



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.



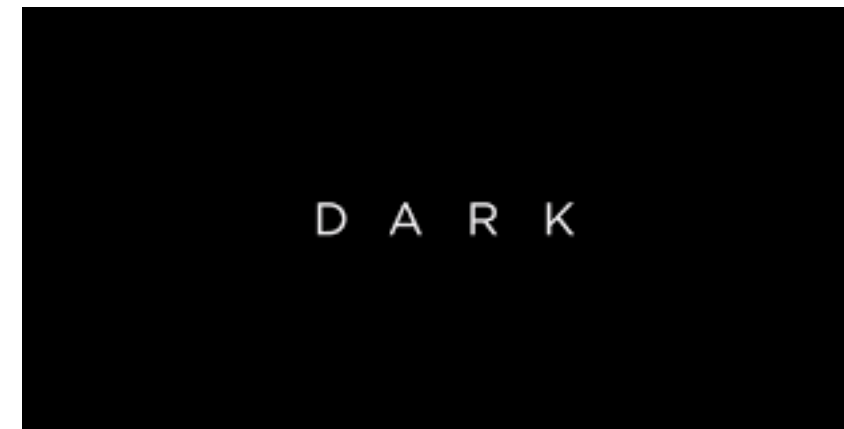
## Light Source

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.



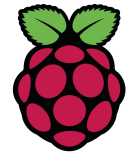




# Year 3: Computing

## Summer 1 - Desktop Publishing

National  
Centre for  
Computing  
Education



Raspberry Pi

Learning graph  
Year 3 - Desktop publishing

To recognise how text and images can be used together to convey information

To define landscape and portrait as two different page orientations

To show that page orientation can be changed

To consider how different layouts can suit different purposes

To recognise that DTP pages can be structured with placeholders

To organise text and image placeholders in a page layout

To add and remove images to and from placeholders

To move resize and rotate images

To add text to a placeholder

To edit text in a placeholder

To recognise how different font styles and effects are used for particular purposes

To choose fonts and apply effects to text

To review a document

To consider the benefits of using a DTP application

Key:

Concept

Skill

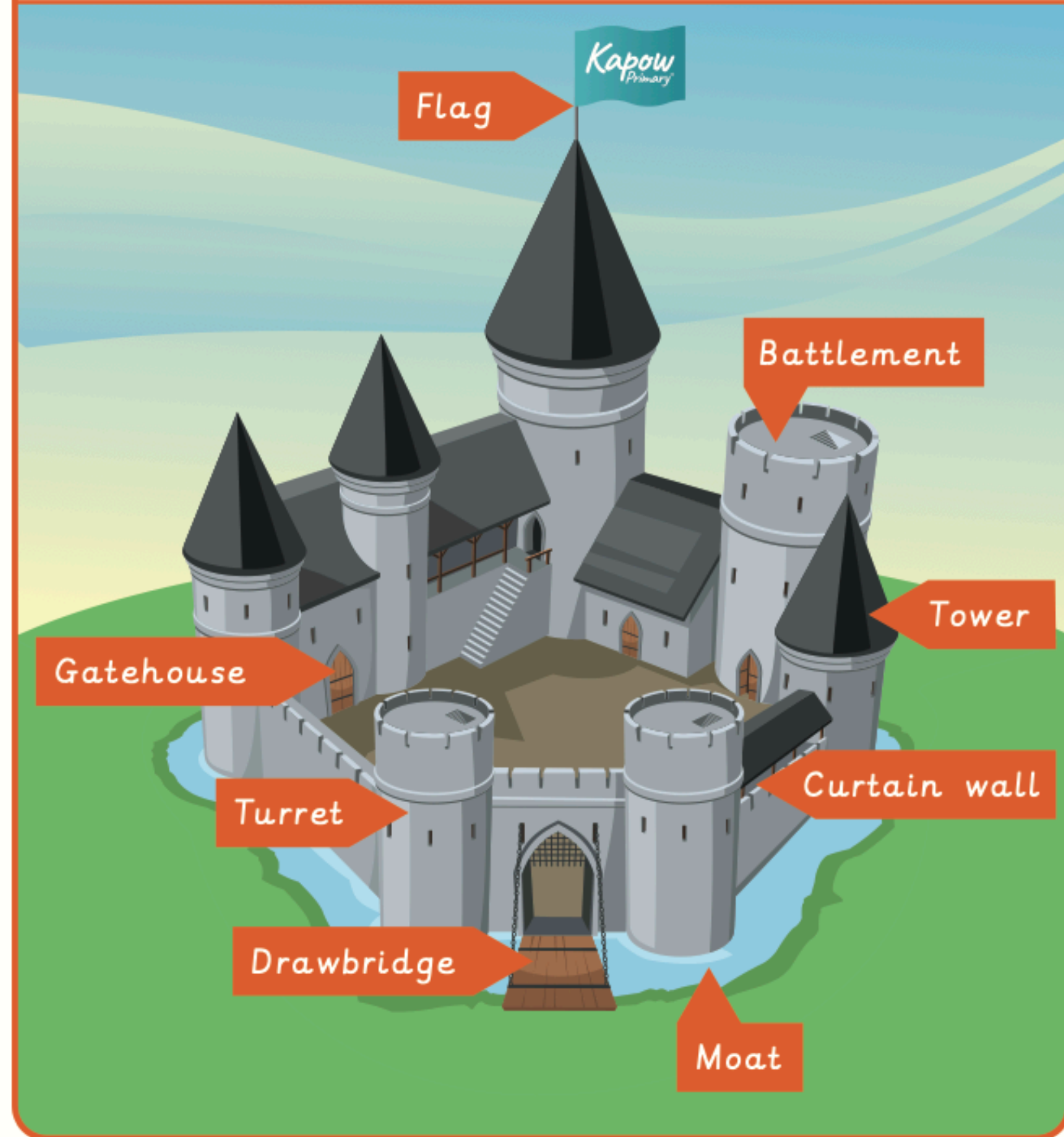


## Structures - Constructing a castle

2D shapes	Flat objects with 2-dimensions, such as square, rectangle and circle.
3D shapes	Solid objects with 3-dimensions, such as cube, oblong and sphere.
Castle	A type of building that used to be built hundreds of years ago to defend land and be a home for Kings and Queens and other very rich people.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Façade	The front of a structure.
Feature	A specific part of something.
Flag	A piece of cloth used as a decoration or to represent a country or symbol.
Net	A 2D flat shape, that can become a 3D shape once assembled.
Recyclable	Material or an object that, when no longer wanted or needed, can be made into something else new.
Scoring	Scratching a line with a sharp object into card to make the card easier to bend.
Stable	Object does not easily topple over.
Strong	It doesn't break easily.
Structure	Something which stands, usually on its own.
Tab	The small tabs on the net template that are bent and glued down to hold the shape together.
Weak	It breaks easily.

## Key facts

Castles can have lots of features such as towers, turrets, battlements, moats, gatehouses, curtain walls, drawbridges and flags.

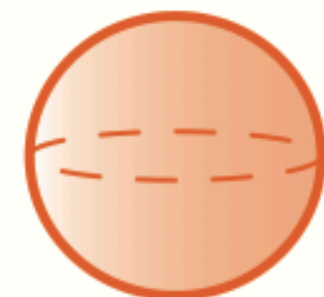


## Did you know?

Windsor Castle is the largest castle in England.



Basic 3D Shapes





Musical style: Jazz

This unit is about Jazz music, including the styles of Ragtime, Traditional jazz and Swing. It was started by African-Americans in New Orleans, who mixed African and European musical styles together to create the Jazz style.



FAMOUS JAZZ MUSICIANS

Scott Joplin

Cab Calloway

Ella Fitzgerald

Instruments

Trumpet



Piano



Trombone



Drums



Contrabass



Saxophone



Vocabulary

1890-1920

Ragtime

Early jazz piano music which uses syncopation and off-beats.

1917

Traditional jazz

A type of jazz music using a large band with call and response and improvisation.

1926

Scat

A type of jazz singing where the vocalist makes up sounds and rhythms to mimic the sound of instruments.

Motif

A short pattern of pitches used repeatedly.

Swung rhythm

A pair of quavers which are not played equally.

Syncopation

Playing or emphasising the off beat.

Tempo

The speed or pace of the music. It can change throughout a piece of music.

Rhythm

A pattern of long and short sounds (and silences) within a piece of music.

Off-beat

The beats in between the ones you would naturally clap on.

Call and response

When the leader sings or plays a part, and everyone sings or plays a response back.

Improvising

Making up music as it is played or performed.





un crayon  
a pencil



un taille-crayon  
a pencil sharpener



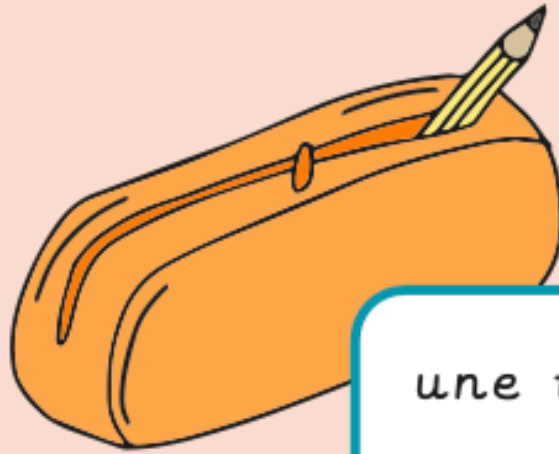
un sac  
a bag



un cahier  
an exercise book



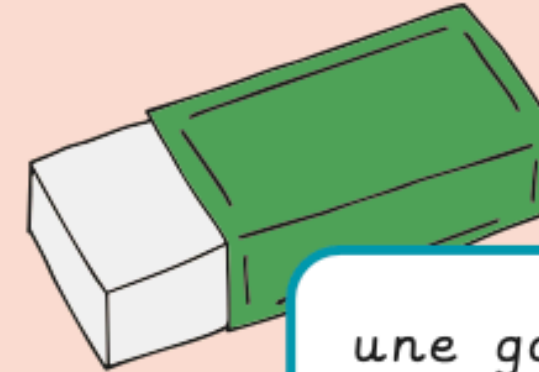
un stylo  
a pen



une trousse  
a pencil case



une règle  
a ruler



une gomme  
a rubber



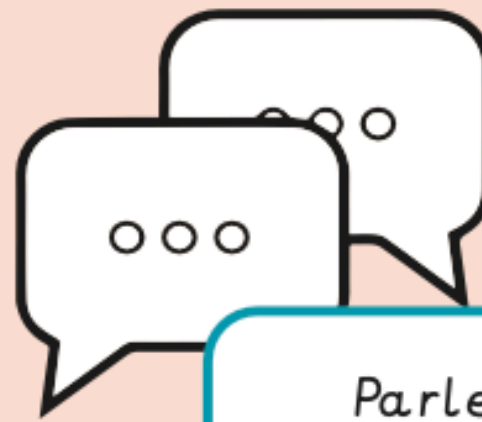
des ciseaux  
a pair of scissors



Écoutez  
Listen!



Regardez  
Look!



Parlez  
Speak!



Asseyez-vous  
Sit down!



Levez-vous  
Stand up!





In French, nouns are either masculine or feminine.

*un* is used for masculine singular nouns.

*un* crayon = masculine

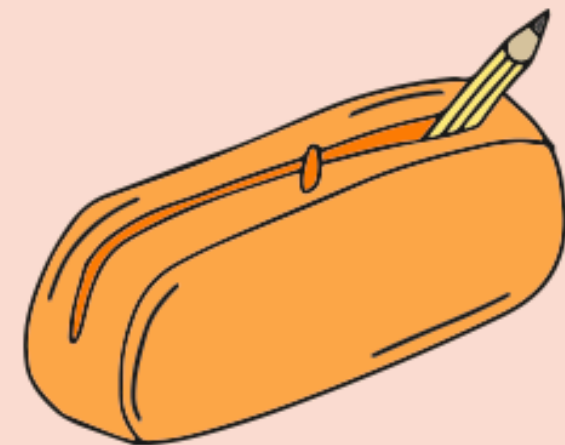
a pencil



*une* is used for feminine singular nouns.

*une* trousse = feminine

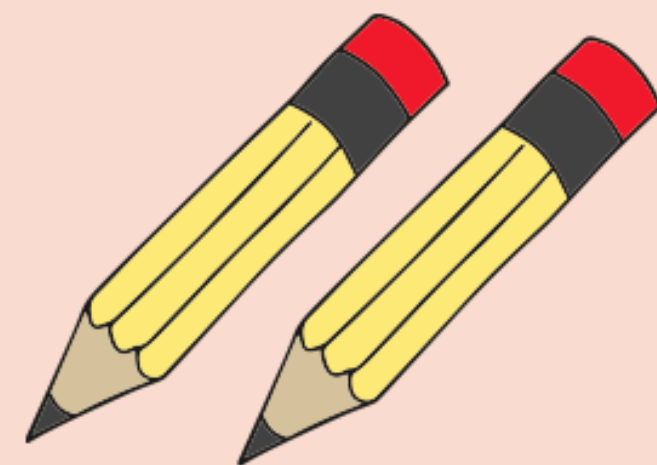
a pencil case



When the noun is plural (more than one), we normally add an *s* like in English.

deux crayons

two pencils



**Avoir : To have**

J'ai	I have
Tu as	You have
To change the phrase into a negative we add <i>ne ...pas</i> around the verb	
Je <b>n'ai pas</b> de	I don't have a

**Connectives**

<i>et</i>	and
<i>mais</i>	but
<b>Other phrases</b>	
<i>dans mon sac</i>	in my bag

Tu as un stylo?

Oui, j'ai un stylo

Non, je n'ai pas de stylo

Do you have a pen?

Yes, I have a pen

No, I don't have a pen

Dans mon sac, j'ai un crayon

Je n'ai pas de crayon, mais j'ai une gomme

In my bag, I have a pencil

I haven't got a pencil, but I have got a rubber



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

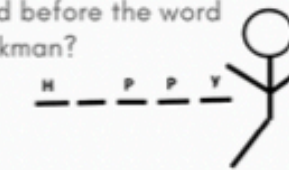
### Home Learning

#### 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



www.getset4education.co.uk

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



@getset4education136



### About this Unit

Athletics is the name for a group of physical events that test running, jumping and throwing. In this unit you will use different styles of running, jumping and throwing to try to achieve your best possible time, distance or height. You will need to persevere to achieve your personal best.



### Official Athletic Events

**Running**  
Sprinting  
100m, 200m, 400m  
Hurdles  
Relay  
Middle Distance  
800m, 1500m  
Long Distance  
5,000, 10,000  
Steeplechase

**Jumping**  
Long jump  
Jump for distance  
Triple jump  
Jump for distance  
High jump  
Jump for height  
Pole vault  
Jump for height

**Throwing**  
Discus  
Fling throw  
Shot  
Push throw  
Hammer  
Fling throw  
Javelin  
Pull throw

Have you seen any of these events before?



### Key Vocabulary

- accuracy:** how close the object is to the given target
- baton:** equipment used in a relay event
- control:** being able to perform a skill with good technique
- event:** the name of different athletic activities
- further:** a greater distance
- personal best:** a target outcome of an individual
- power:** speed and strength combined
- relay:** a team of runners take turns to move the baton from start to finish
- speed:** how fast you are travelling
- strength:** the amount of force your body can use
- technique:** the action used correctly



### Ladder Knowledge



**Running:**  
Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

**Jumping:**  
If you jump and land quickly it will help you to jump further.

**Throwing:**  
The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.

### Movement Skills

- sprint
- jump for distance
- push throw
- pull throw

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

- Social** collaboration, work safely
- Emotional** determination, perseverance
- Thinking** observe and provide feedback, comprehension, explore technique

### Rules

#### JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

#### THROWING EVENTS

- Throws must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

### Healthy Participation



In throwing activities ensure you:  
• wait for instruction and check the area is clear before throwing.  
• there is adequate space between throwers.

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

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### It's all About the Pace

**What you need:** socks and a stopwatch or clock

#### How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



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### About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Both teams will play one round, called an 'innings', as fielders and once as batters. Batters hit a small ball with a bat that has a rounded end. They score by running around the four bases on the field.

#### Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



Can you think of any other striking and fielding games that share these principles?



### Key Vocabulary

- accuracy:** how close the object is to the given target
- batter:** a player on the batting team
- compete:** take part in a contest
- cushion:** take the power out of an object
- decision:** select an outcome
- limit:** to reduce
- no ball:** a bowled ball deemed to be outside of the rules
- pressure:** to add challenge
- retrieve:** to collect
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- strike:** to hit
- stumped out:** when a fielder touches the ball to get the batter out
- tactics:** a plan or strategy
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- two-handed pickup:** fielding technique where a fielder can scoop the ball with two hands
- umpire:** a person who makes sure the rules are followed



### Ladder Knowledge



**Striking:**  
**Year 3:** striking to space away from fielders will help you to score.  
**Year 4:** using the centre of the bat will provide the most control and accuracy.

**Fielding:**  
**Year 3:** look at where a batter is before deciding what to do. Communicate with teammates before throwing to them.  
**Year 4:** it is easier to field a ball that is coming towards you than away, so set up accordingly.

**Throwing:**  
**Year 3:** overarm throwing is used for long distances and underarm throwing for shorter distances.  
**Year 4:** being balanced before throwing will help to improve the accuracy of the throw.

**Catching:**  
**Year 3:** move your feet to the ball.  
**Year 4:** track the ball as it is thrown to catch more consistently.

### Movement Skills

- underarm and overarm throw
- catch
- bowl
- track a ball
- field and retrieve a ball
- bat

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

- Social:** collaboration, communication, co-operate, support and encourage others
- Emotional:** honesty, fair play, confidence, determination
- Thinking:** comprehension, select and apply skills, tactics, make decisions

### Rules

#### OUTS

A player will be called out if they are:

- Caught out: fielders catches a batted ball
- Run out: their teammate runs to the same post as them
- Stumped out: fielder stumps the post that the batter is running to
- They run inside the bases

### Tactics

Tactics will help your team to achieve an outcome e.g. when fielding spread out to make so that you have a better chance of catching a batter out or stopping them from scoring.

#### HOW TO SCORE

- One rounder = ball is hit and live batter runs to 4th
- A half rounder = ball is hit and live batter gets to 2nd
- A half rounder = ball is not hit and live batter gets to 4th
- A half rounder = two consecutive no-balls

### Healthy Participation



- Backstops must stand 2m behind the batter.
- Batters must take their bat with them when they run.
- Always keep a safe distance between yourself and a batter.

If you enjoy this unit why not see if there is a rounders 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](http://www.getset4education.co.uk)

#### Kick Rounders

**What you need:** four markers, one ball two players.

##### How to play:

- Mark out a square with the four markers.
- One player (the kicker) begins at one of the markers.
- The other player (the fielder) rolls the ball to the kicker who kicks the ball as far as they can.
- The kicker then runs around the outside of all four markers scoring one point every time they return to their start marker.
- The fielder must retrieve the ball and place it on the start marker to stop the kicker running.
- Three turns then change over.

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



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Key Vocabulary	Meanings
Vand Chakna	To share with others who are less fortunate.
Langar 	Langar is the shared meal that is offered free to anyone, Sikh or non-Sikh, after each service of worship at the Gurdwara. Everyone is seen as equal through the sharing of Karah Parshad and the Langar.
Vasaikhi Festival 	Vaisakhi celebrates the founding of the Khalsa (Sikh community) and introduction of the five K's. During celebrations Sikhs take down the Sikh flag before cleaning the flag pole with natural yoghurt, wrapping it with new cloth and putting the flag pole back up.
Bandi Chhor Divas 	The Sikh festival of Bandi Chhor Divas celebrates Guru Hargobind being released from prison along with 52 prisoners and sharing his freedom. Sikhs share through giving gifts and their celebrations.
Sharing	To let someone else have or use a part of something that belongs to you.
Guru Granth Sahib	The Sikh holy book.
Karah Parshad	A sweet pudding that is shared with worshippers in the prayer hall.
Nishan Sahib	Sikh triangular flag made of cotton or silk cloth, with a tassel at its end.
Community	A group of people living in the same place or having a particular characteristic in common.

Sikhs believe that:

The Sikh holy book, the Guru Granth Sahib, gives three rules to live by. One of these is to share with the needy whatever you can spare. These rules are important, as God gave them the rules and they are respecting God by doing these things.



### Celebrations at Vaisakhi

During Vaisakhi, the Nishan Sahib is taken down and replaced with a new flag. The flagpole is taken down and washed in milk and yoghurt and then water. This is to symbolise cleanliness and purity. People wear special and colourful clothes. Services are held at Gurdwaras and people share special food with family and friends.



### The story of Guru Hargobind and the 52 Rajas (Kings)

During the time of the sixth Guru, Sikhism was becoming a fast growing religion. This worried some people and they told Emperor Jahangir that Guru Hargobind was plotting against him.

Emperor Jahangir had Guru Hargobind imprisoned in the Gwalior Fort.

When Guru Hargobind reached the fort, he wasn't alone. He found Emperor Jahangir had also imprisoned 52 Rajas (Kings) there. Guru Hargobind found that the 52 Rajas (Kings) weren't being very well looked after. He helped the prisoners and gave them hope.

Eventually, Emperor Jahangir ordered Guru Hargobind's release. The sixth Guru refused to leave, unless the other 52 prisoners could also be freed.

Thinking he was being clever, Emperor Jahangir decided to release each prisoner who could hold on to the Guru's clothes.

Guru Hargobind had a special cloak made, it had 52 tails. Each prisoner held a tail and so, because they were all holding on to the Guru's cloak, all 52 Rajas (Kings) walked free from the prison.

### Celebrations at Bandi Chhor Divas

Sikhs celebrate Bandi Chhor as a day of reflection on how we can all learn from this story the values of compassion, selflessness and the importance of community cohesion and helping others regardless of background, religion or any other characteristics.





appreciation

# Jigsaw Jino's Journey

Relationships

stereotype

How can I build positive, healthy relationships?

female

global

social media

I will explore...

How taking responsibility makes me feel

- How to negotiate in conflict situations to find a win-win solution
- How to keep myself safe online and who to ask for help from if I am worried
- How we feel and talk about children whose lives are different to our own

rights

interconnected



online

responsibilities

male

lungs

I will learn about...

- The roles and responsibilities of each member of my family 
- The skills of friendship 
- Different strategies for keeping myself safe online
- How the actions and work of people around the world help and influence my life
- How my needs and rights are shared by children around the world
- How to express appreciation to family and friends