

Unit 3

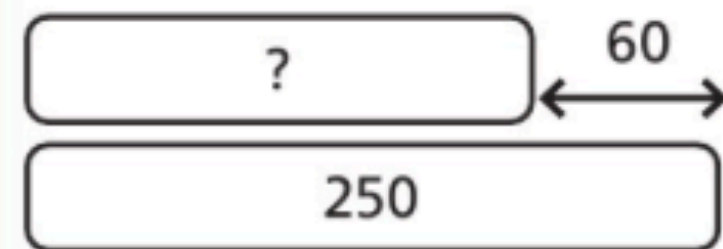
Addition and subtraction (2)



In this unit we will ...

- ⚡ Add and subtract 3-digit numbers
- ⚡ Decide if we need to exchange
- ⚡ Exchange across more than one column
- ⚡ Learn how to check our answers in different ways
- ⚡ Use bar models to solve 1- and 2-step problems

Do you remember how to find the missing information on comparison bar models?



We will need some maths words. Which words have you come across before? Which word means to find a rough answer?

exchange column method

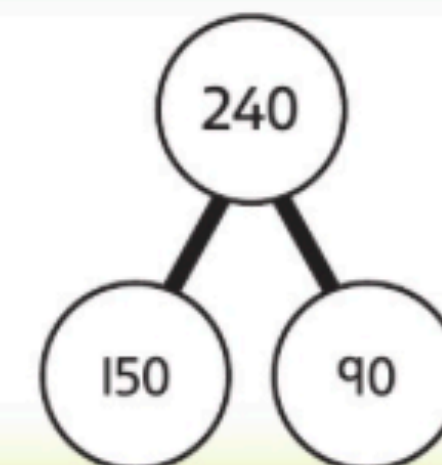
estimate mental method multiple

sum digit approximate add

subtract difference plus

minus total place value

We need to remember about parts and wholes. Use this part-whole model to find a family of 8 facts.



Unit 4



Multiplication and division 1



In this unit we will ...

- ⚡ Recognise unequal groups
- ⚡ Understand how an array can show two multiplications
- ⚡ Work out multiples of 2, 5 and 10

In Year 2, we recognised when groups were equal and unequal.



Equal groups



Unequal groups



We will need some maths words. How many of these have you used before?

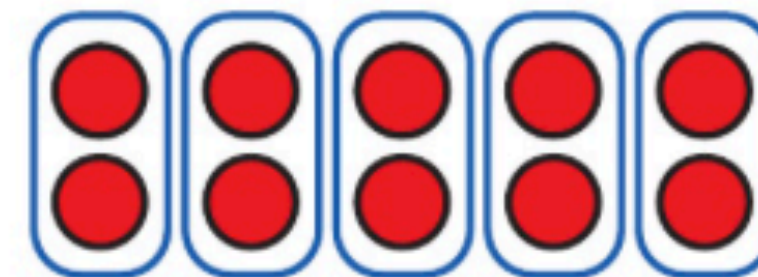
equal multiply divide multiple

times-tables sharing grouping

array bar model

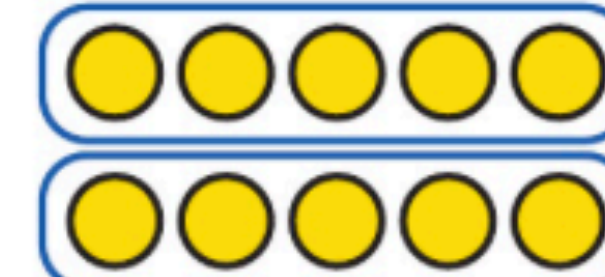
repeated addition commutative

You need to know that an array can tell you two different multiplication facts.



5 groups of 2

$$5 \times 2 = 10$$



2 groups of 5

$$2 \times 5 = 10$$



Unit 5

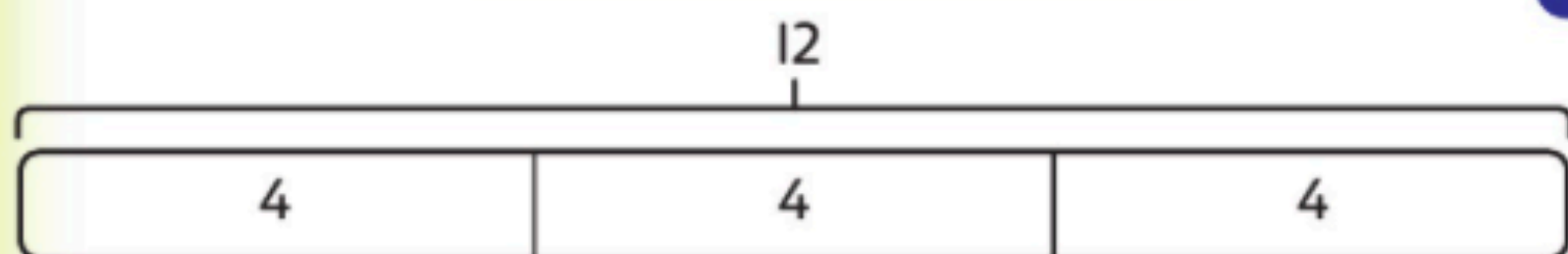
Multiplication and division 2



In this unit we will ...

- ⚡ Learn the 3, 4 and 8 times-tables
- ⚡ Find a simple remainder when a number is divided
- ⚡ Use a bar model to solve multiplication and division problems

We will use bar models to help solve multiplication and division problems.



We will need some maths words. How many of these have you used before?

equal multiply divide multiple

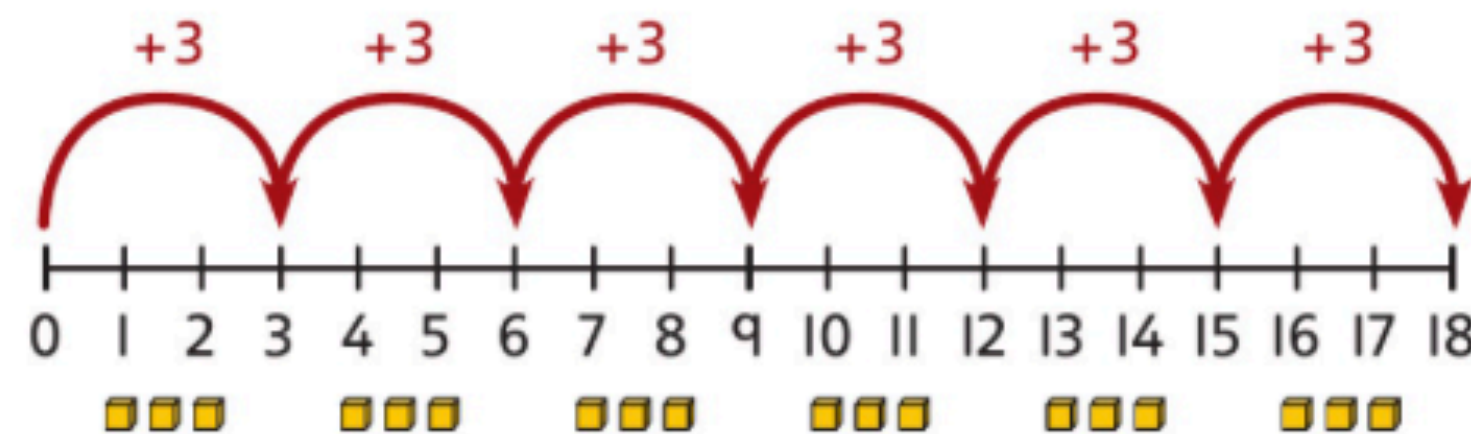
times-tables sharing grouping

array bar model repeated addition

multiplication sentence multiplication fact

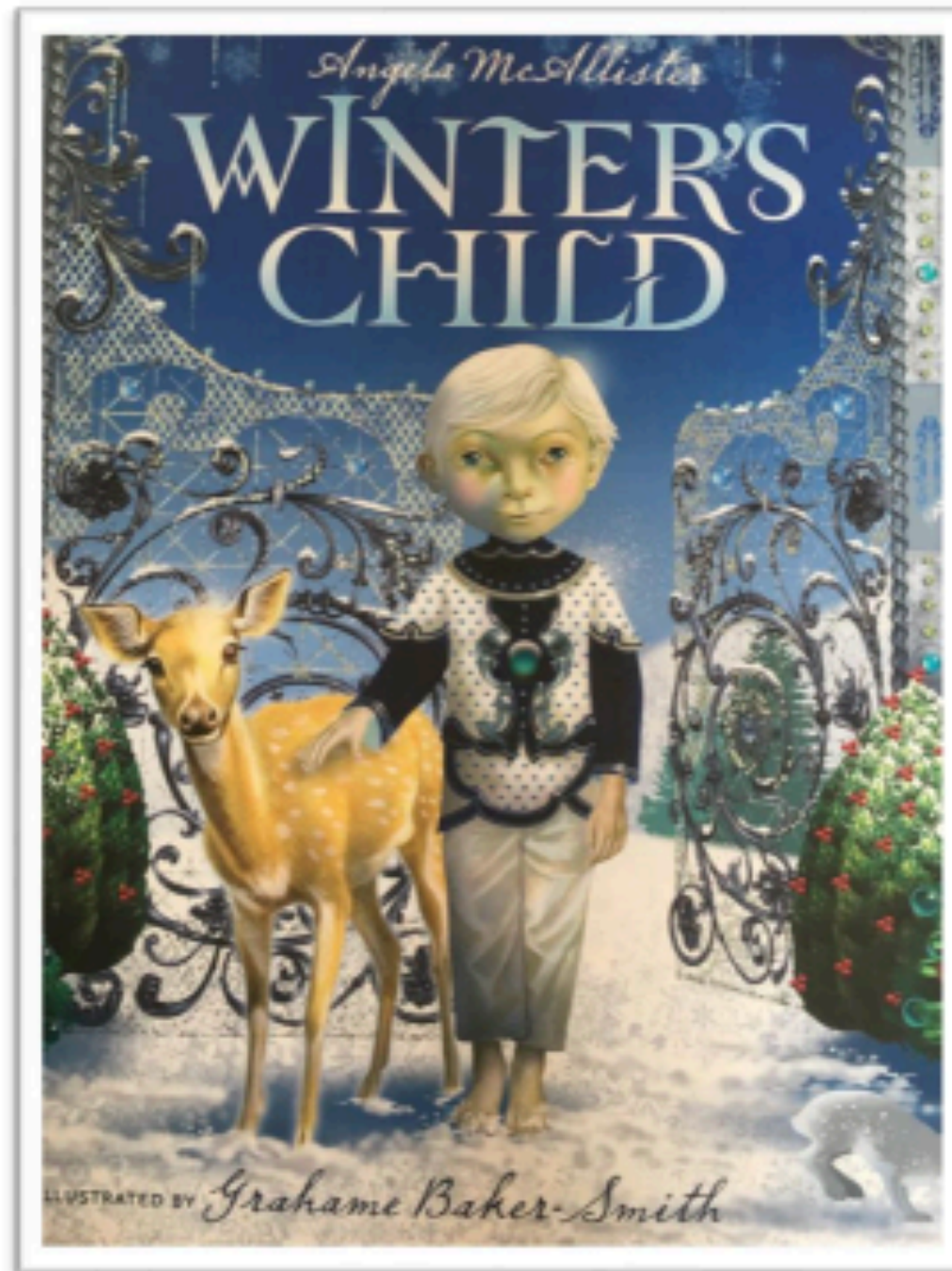
division sentence division fact remainder

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



Winter's Child

by Angela McAllister




Outcome: Recount - Letter writing

Writing outcome:

To write a fantasy story based on a fable

Greater depth writing outcome:

To write from a different point of view

 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 subordination (when, if, that, because) and co-ordination (or, and, but) Use present and past tenses consistently and correctly Use noun phrases and prepositions to add detail Group related ideas into paragraphs 	<ul style="list-style-type: none"> Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant In narratives, create characters, settings and plot Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Use small details to describe characters Establish the setting in the first line Include a setting to create atmosphere Use imagery for description Use 1st or 3rd person consistently Use tenses appropriately Sequence story and use paragraphs

Vocabulary to explore within this unit:

NC Word List – Years 3 and 4		Vocabulary Development	
answer	imagine	mutter	lake
arrive	notice	crisp	valley
believe	peculiar	gaze	ravine
build	possible	distant	waterfalls
continue	remember	pale	snowdrift
different	strange	tinkle	icicle
favourite	thought	criss-cross	frost
February	surprise	tracks	chimes
grammar	woman	fetch	reed
		thaw	
		shoot	

Overview

The Stone Age

The Stone Age is the name given to the earliest period of human culture – from the dawn of civilization 2.5 million years ago, to around 5000 years ago, when humans began utilizing stone to make tools and objects. The Stone Age is often divided into three periods:

- Paleolithic (Old Stone Age);
- Mesolithic (Mid Stone Age);
- Neolithic (New Stone Age);

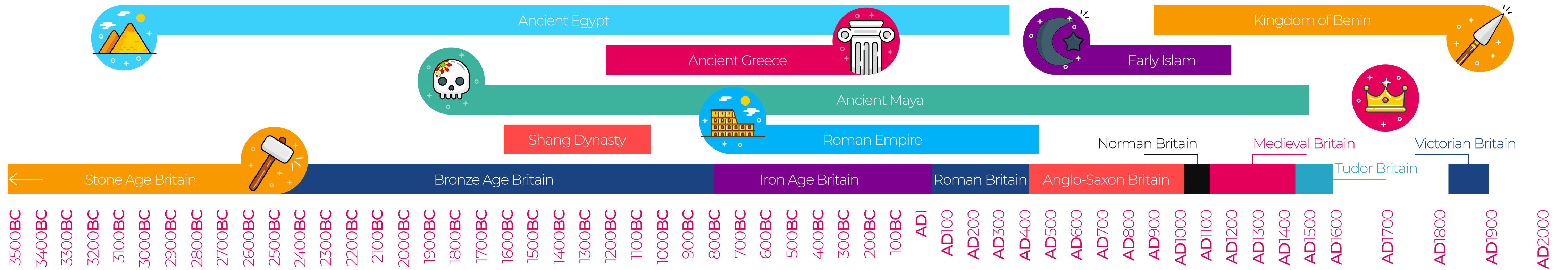
The Paleolithic era lasted for such a long time that it accounts for 99% of all human history!



Stone Age Word Mat



Timeline



Year 3: History Stone Age



Hunter Gathers

Who Were Stone Age Hunter-Gatherers?

Early humans were **hunter-gatherers** and for hundreds of thousands of years in the Stone Age (during the Old Stone Age and also in the Middle Stone Age) people lived in this way.

They were nomads, which means they **migrated** in order to survive. Once they had hunted, fished and gathered the majority of the food available to them in their surroundings, they would move on to a different area to find more food.

Hunting Animals

Hunting in the Stone Age would have been a difficult task. There would have been a lot of risks involved and some of the animals were ferocious and dangerous to hunters. Also, the stone weapons people had were basic.

In the Stone Age, the animals they hunted gave them:

- food to eat;
- skin for clothes/shelter;
- bones and antlers to make tools.

What was Skara Brae?

Skara Brae



Skara Brae can be found on mainland, the largest of the Orkney Islands. It was discovered in 1850 after a heavy storm stripped away the Earth that had previously been covering it. The remains of eight Stone Age houses were found at Skara Brae.



Stone Age Houses

What Were Hunter-Gatherers' Homes Like?

The huts and tents constructed by hunter-gatherers had frames made with animal bones or wooden poles and they were covered with thatched reeds, animal skins or turf.

Experts around the world have made **reconstructions** to help us see what the homes from the Old and Middle Stone Ages might have looked like.



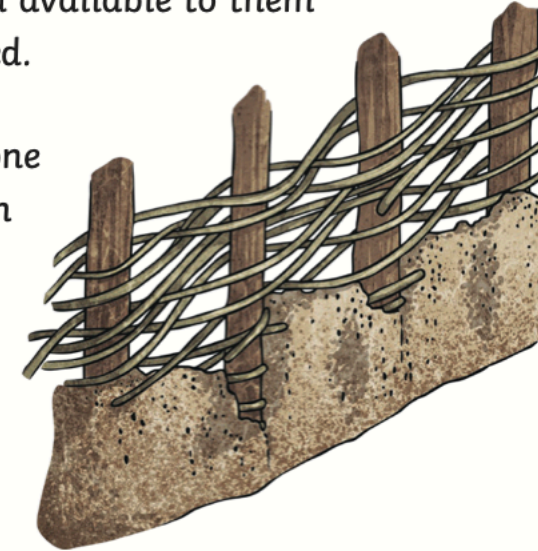
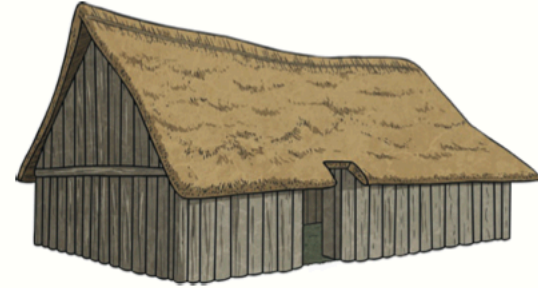
"Middle Stone Age home reconstruction" by (nika2017_ Shutterstock.com) is licensed under CC BY 2.0

What Were New Stone Age Farmers' Homes Like?

When many people started to learn about farming in the New (Neolithic) Stone Age, they lived in permanent homes in settlements.

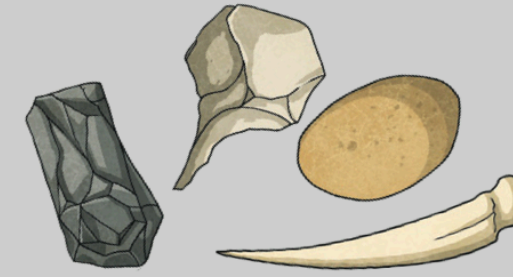
Evidence suggests that their houses were usually rectangular and constructed from timber in the Neolithic period. However, to build their homes, people used whatever natural materials they had available to them in the area where they lived.

Often the walls of New Stone Age homes were made with wattle and daub. This is a building method where woven branches are covered with a mixture of mud and manure.



Palaeolithic, Mesolithic, Neolithic

Palaeolithic



Around 3,000,000 BC

Britain is still connected by land to France and Denmark.

Homo habilis slowly develop into Homo sapiens (modern humans).

Hunter-gatherers live off berries, nuts, fish and wild animals and some shelter from the cold in caves.

They use simple stone tools and travel by foot to warmer places when food is scarce.

Clothes are made from animal skins sewn together using needles made from animal bone.

Cave paintings depict hunts and daily life.

Humans discover how to make fire.

The Stone Age

Mesolithic

Around 10,000 BC

The last Ice Age in Britain comes to an end.

People live nomadic lives but might settle for several weeks in one place near a water supply, such as a river.

Stone tools are still used but are polished, sharpened and adapted for use as spears and arrowheads.

Homes are temporary shelters made from animal skins and wood.

Britain becomes an island.

Domesticated wolves are used for hunting.



Neolithic

Around 4,500 - 2,400 BC

People begin to settle in villages.

Homes are either rectangular in shape and made from wood and wattle and daub or round in shape and made from stone.

Farming begins and crops, such as barley and wheat are grown.

People start to domesticate horses.

The building of Stonehenge begins.

People learn how to weave to make clothes.

Pottery is developed.



twinkl

Stone Henge

The Stonehenge is a Neolithic monument made up of large blocks of stone. The stone henge is one of the most famous historical landmarks in the United Kingdom and a fantastic example of the prehistoric culture.



Stone Henge

Artefacts



Key Vocabulary

Palaeolithic

The first era of the Stone Age or 'The Old Stone Age.'



Mesolithic

The second era of the Stone Age - Or 'The Middle Stone Age'



Neolithic

The third and final era of the Stone Age - or 'The New Stone Age'



BC

BC stands for 'Before Christ' and means the number of year before the year 0 - when christians believe Jesus was born.

AD

AD stand for 'Ano Domini - which means 'In the year of our lord. Ad is used for all years after the year 0.

Prehistoric

Before people could read or write. We only know what happened thanks to artefacts left behind.

Artefact

An object made by a human being.



Archaeologist

A person who learns about the past by digging up artefacts and studying them.



Settlement

A place where a group of people live together in many buildings.



Hunter Gatherer

People who found their food by hunting animals or gathering nut and berries.



Why do we need nutrients?

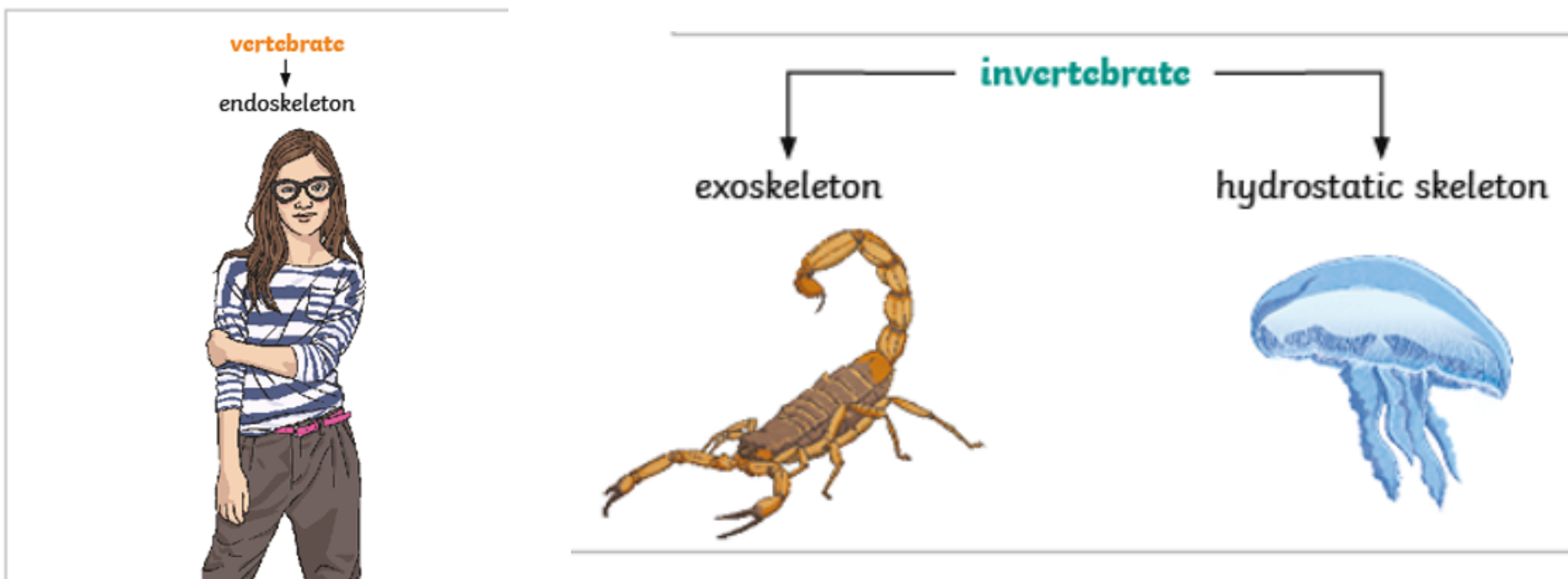
- Living things need food to grow and to be strong and **healthy**.
- Plants can make their own food, but animals cannot.
- To stay **healthy**, humans need to exercise, eat a **healthy** diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

3 main jobs of the skeleton

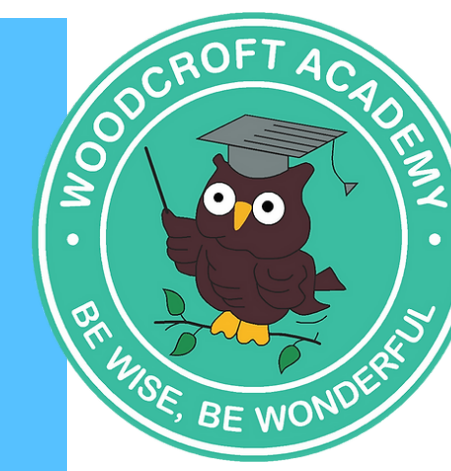
Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

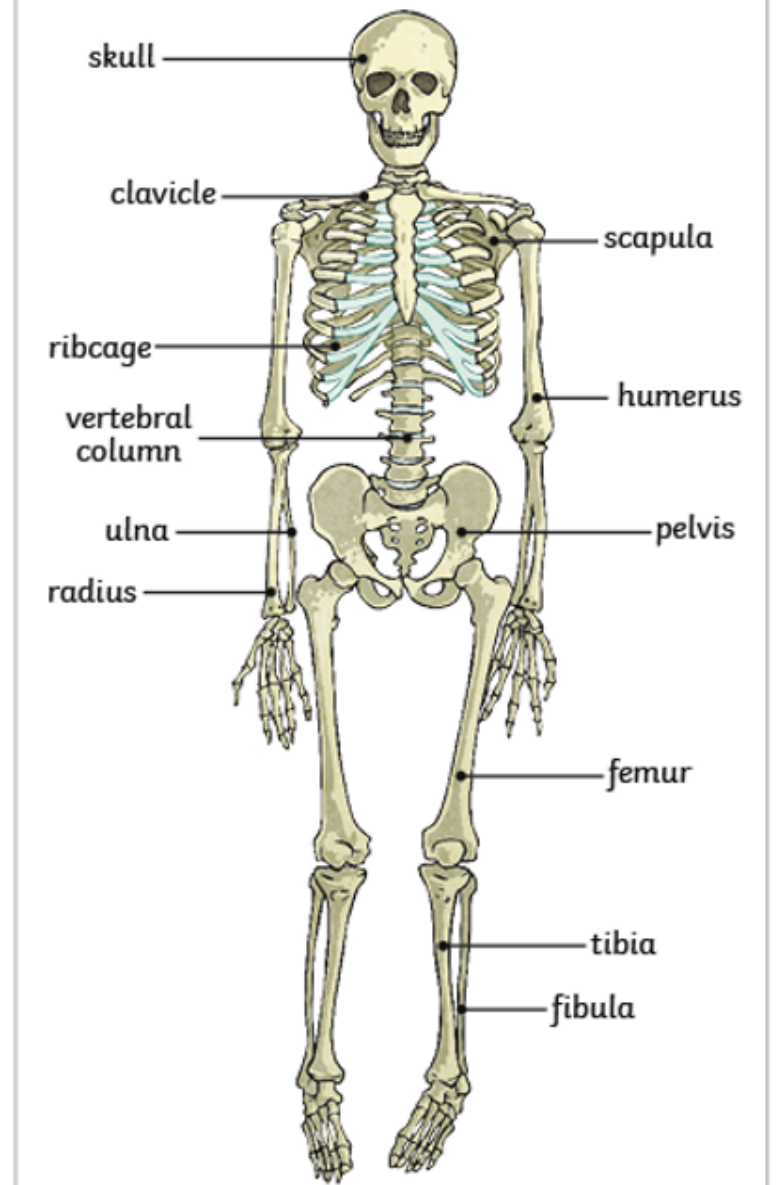
Different types of Skeltons



Year 3: Science Autumn 2 - Animals Including Humans



Human skeleton

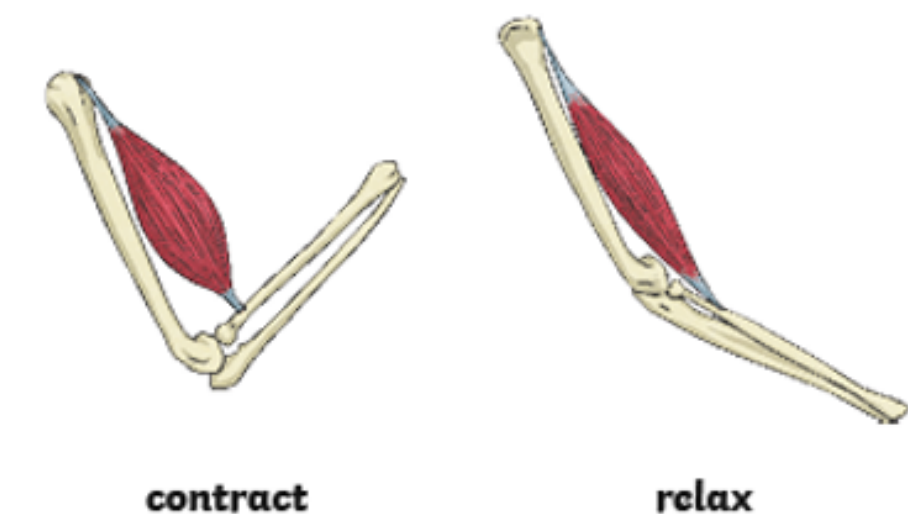


Nutrients/Balanced Diet

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

Muscles

Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



contract

relax

Key Vocabulary

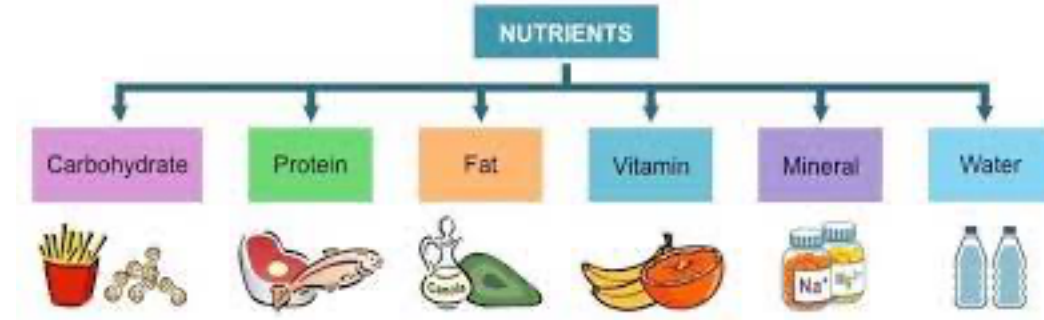
Healthy

In a good physical and mental condition



Nutrients

Substances that living things need to stay alive and healthy



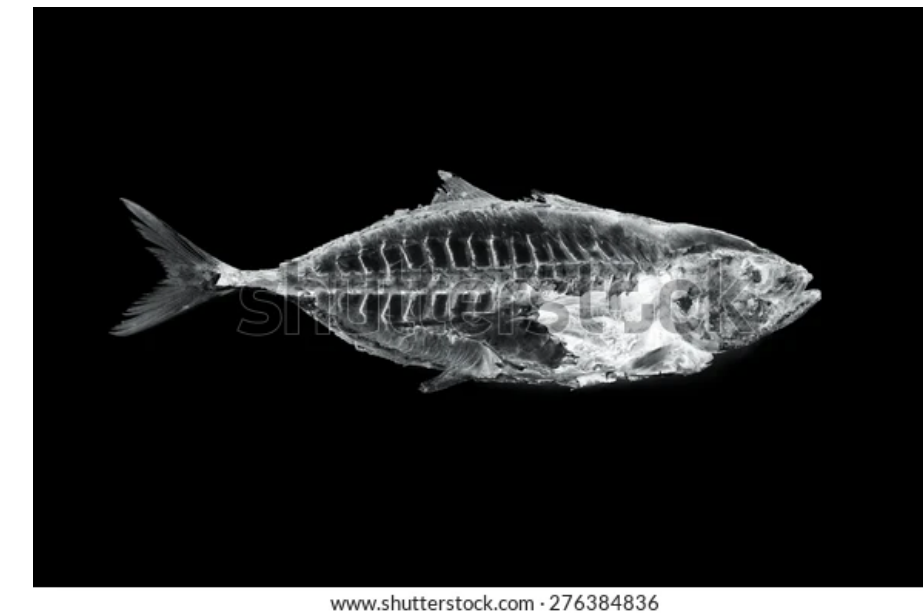
Energy

Strength to be able to move and grow



Vertebrate

Animals with backbones



Invertebrate

Animals without backbones



Endoskeleton

Animals with a backbone have an endoskeleton that grows inside the body.



Exoskeleton

Exoskeletons are a supports structure on the outside of the animals.



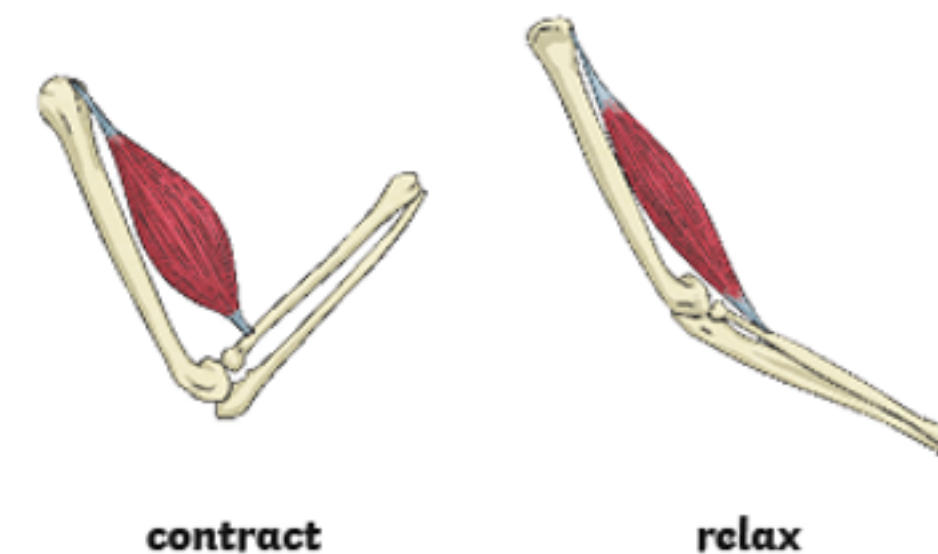
Hydrostatic Skeleton

Hydrostatic skeletons don't have any bones or stiff structures to support them.



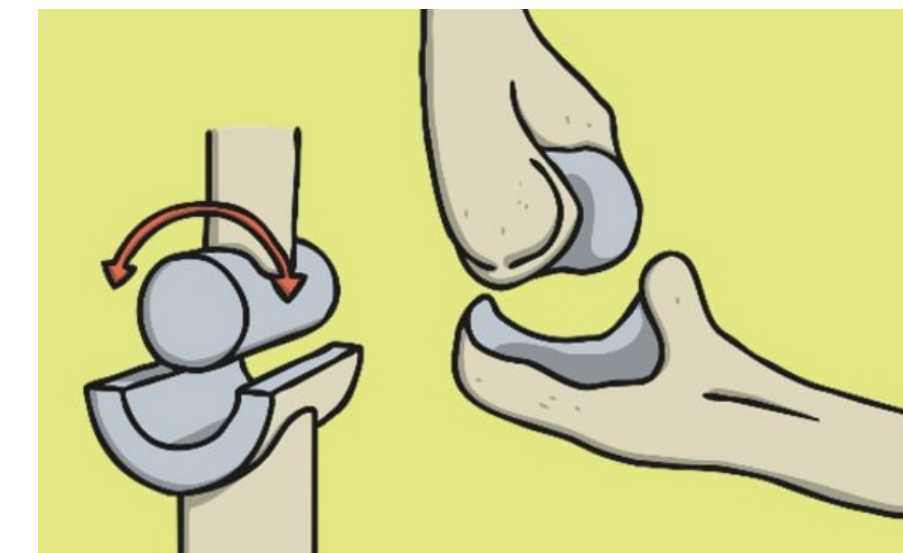
Muscles

Soft tissues in the body that contract and relax to cause movement

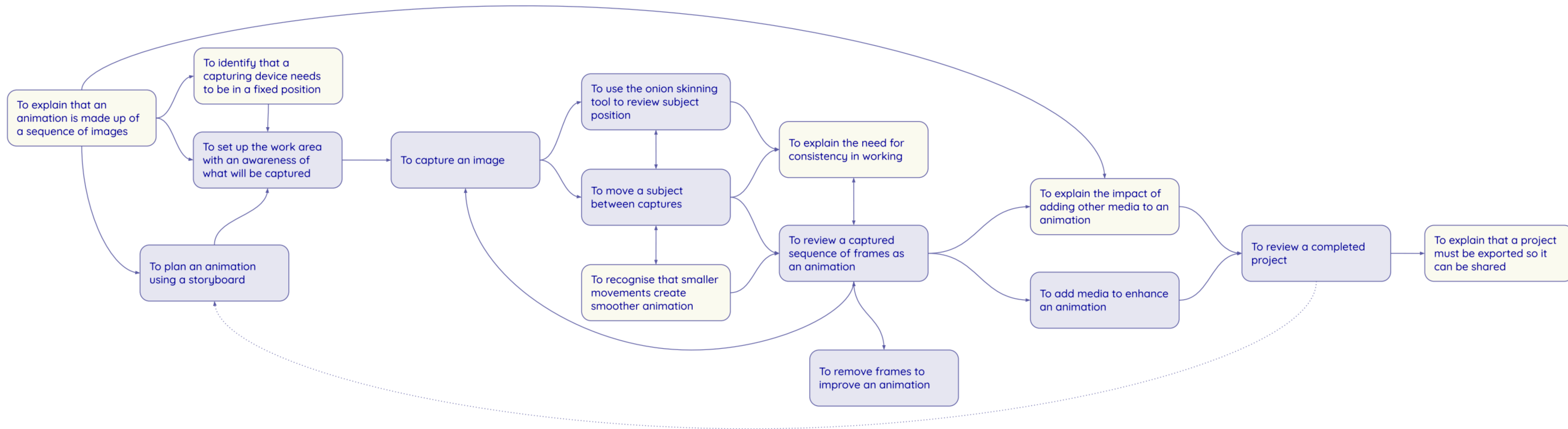


Joints

Areas where two or more bones are fitted together



Year 3: Computing Autumn 2 -Stop Frame Animations



Key Vocabulary

Animation

The process of giving illusions of movement to drawings, models, and inanimate objects.



Backdrop

The scenery or group behind something.



Onion Skinning

Onion skinning is a 2D computer graphics term for a technique used in creating animated cartoons and editing movies to see several frames at once.



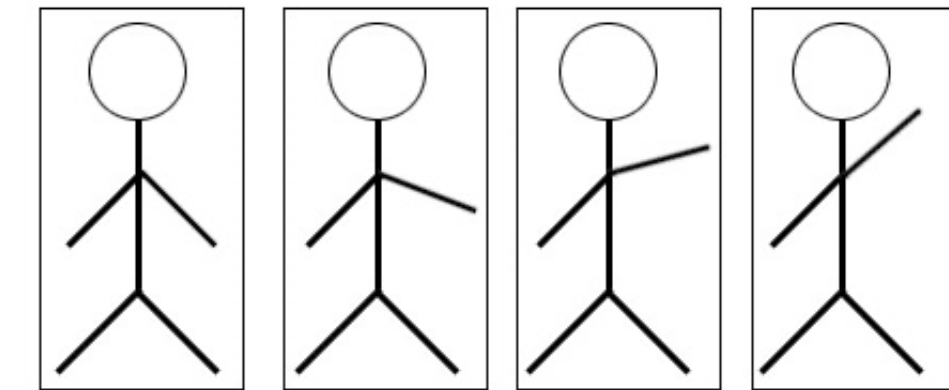
Flipbook

A series of illustrations bound together in sequence so that an illusion of movement can be created by flipping them rapidly.



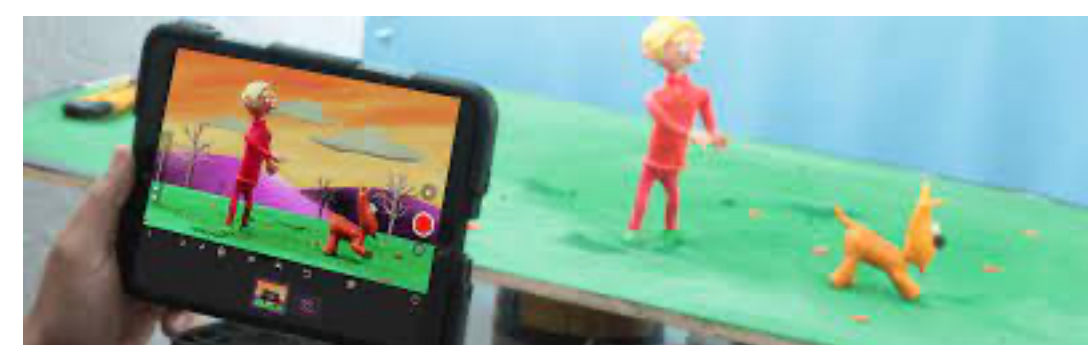
Frame

A still image



Stop Motion

Animation that is captured one frame at a time with objects that are moved between frames.



Key Knowledge

What is animation?

- Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects.
- Animated motion pictures and television shows are highly popular forms of entertainment.
- When images are quickly shown together, the objects appear to move! (they are animated)

Stop-frame Animation

- In stop motion animation objects are physically manipulated in small steps.
- This is done between individually photographed frames so that they appear to move independently when the series of frames is played back in fast sequence.
- One second of stop motion animation is made up of 12 frames.
- Creating stop motion animation can take a considerable amount of time.
- Wallace and Gromit is a type of stop motion animation called Claymation.
- The feature length film 'Curse of the 'Were Rabbit' took 15 months to film as the creators had to manipulate and move the clay models.

Programs and Apps

iMotion



Do ink



Zing Studio



Examples of Animation



Jigsaw Jino's Journey

Celebrating Difference

Why do we like to belong?

safe

Compliment

I will learn about...

- How all families are different
- The differences in my own family
- What to do if I witness bullying
- Words that can cause harm to others
- How my words might affect someone's feelings

connected

I will explore...

- Who is special to me
- Different ways to calm myself down
- The 'solve it together' technique
- How to help someone who is being bullied
- The impact of the words I choose to use on others
- How to give and receive compliments

bullying

consequences

solutions

caring

resolve

conflict

witness

loving

hurtful

Musical style: Classical

Classical music is music that has been composed by musicians who are trained in the art of writing music (composing), such as Mussorgsky, Vivaldi, Beethoven and Holst. The term 'classical music' can also refer to music composed in the classical period of 1750 to 1825.



Ensemble A small group of musicians who perform together.

Melody Notes of different pitches played in a sequence to create a tune.

Soundscape A collection of sound effects used to describe a landscape.

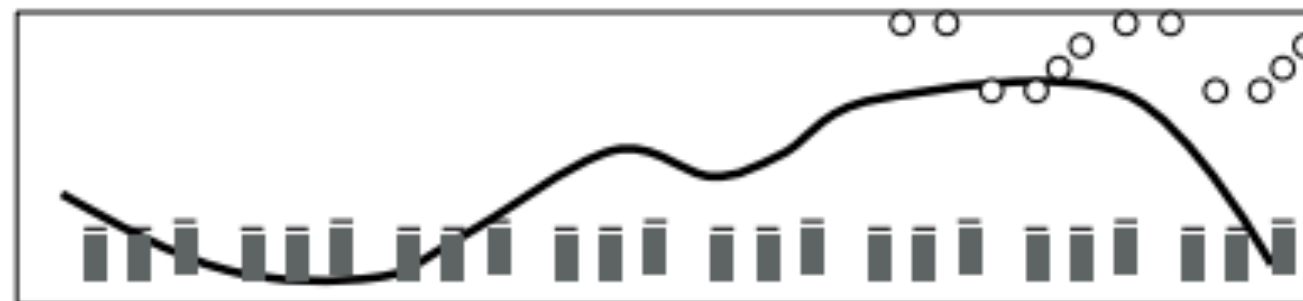
Rhythm A pattern of long and short sounds (and silences) within a piece of music.

Vocabulary

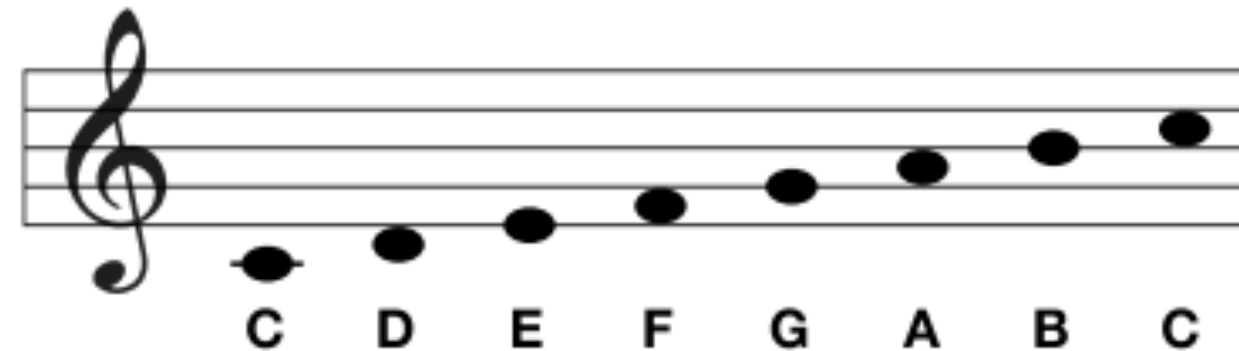
Compose To create an original piece of music.

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

Graphic score



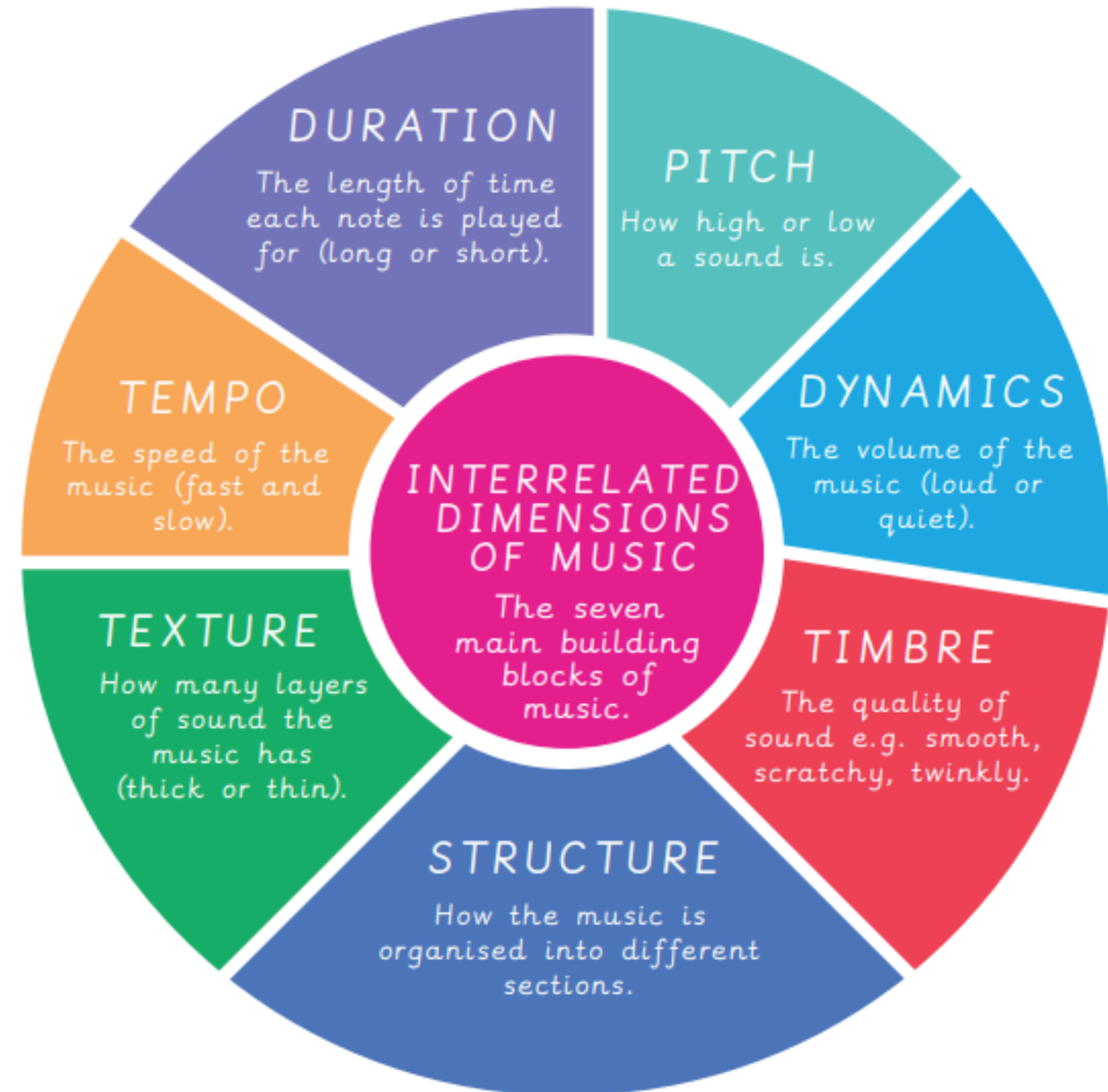
Stave and letter notation



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

Composition An original piece of music that has been created.

Graphic score A way of writing music down using pictures or symbols, rather than standard music notation.



Abstract	Art where the subject doesn't necessarily look like it does in real life.
Botanical art	To depict whole plants or parts of plants that is visually pleasing and scientifically accurate.
Composition	Putting different elements together in a pleasing way.
Geometric	A regular shape with angles and straight lines.
Organic	Irregular natural shapes.
Scale	The size of what is being drawn.
Shading	Drawn marks to show areas of light and dark.
Texture	A surface quality that is not flat.
Tone	The light and dark something is.

Artists

Georgia O'Keeffe

Charles Darwin

Maud Purdy

Max Ernst

Carl Linneaus

Everything in our world is made from simple shapes. Identifying shapes within objects will help you to draw more accurately.

Squares and rectangles

Circles and ovals

Triangles

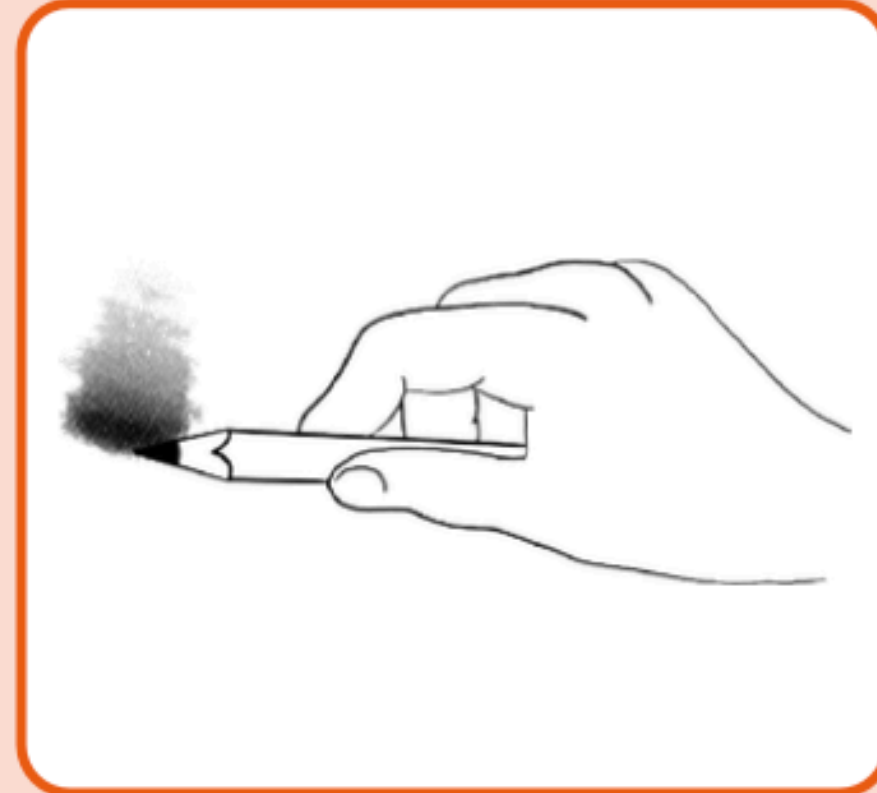
Straight lines

Wavy lines

Holding a pencil to shade



Detail grip
(Writing grip)



Shading grip

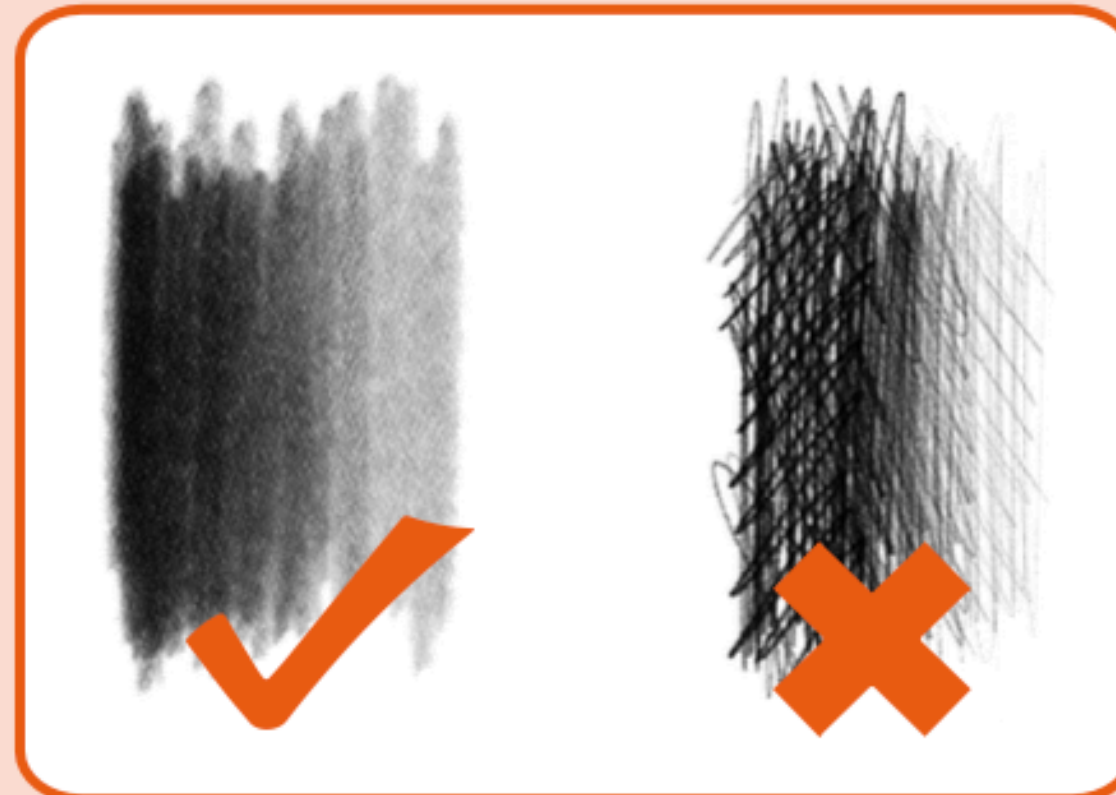
The four rules of shading

To shade in **ONE** direction

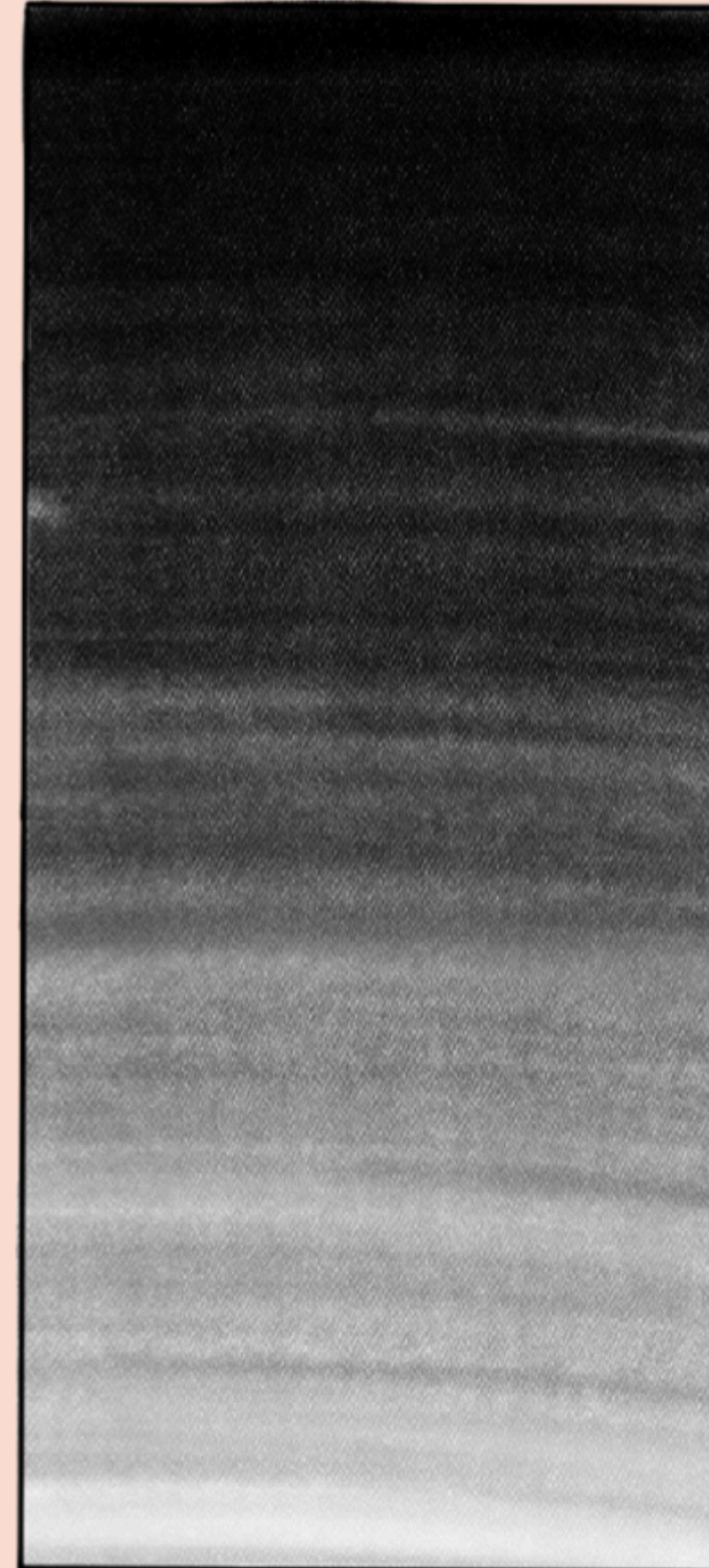
To not leave any gaps

To work neatly to the edges

To create smooth even tones



Creating tones:



Dark tones show where there is less light on an object. Pressing firmly with your pencil when you shade will create darker tones.

Light tones show where there is more light on the subject and less pressure is needed when you shade.



bonjour

Good morning / hello



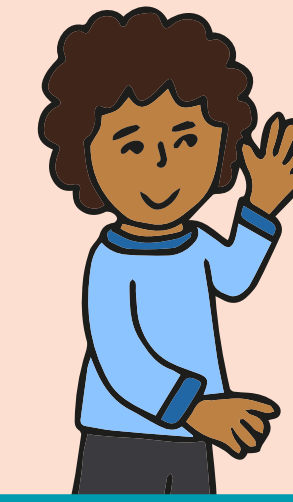
bonsoir

Good evening



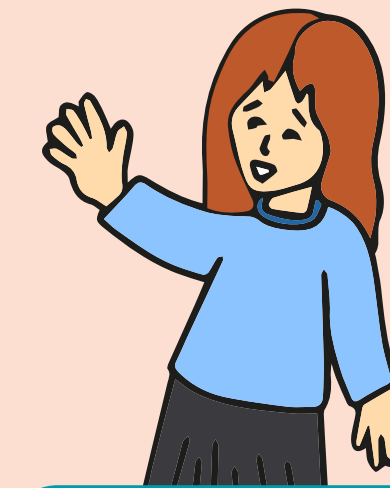
bonne nuit

Good night



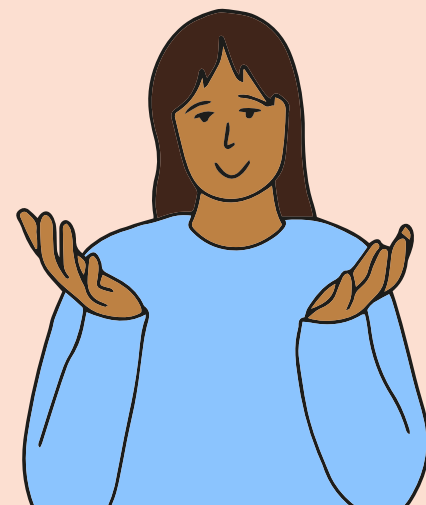
salut

Hi / and also
bye (informal)



au revoir

Goodbye



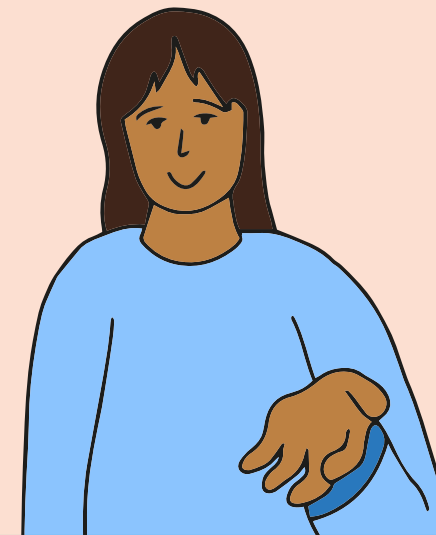
comment tu t'appelles ?

What is your name? / What are you called?



je m'appelle

My name is



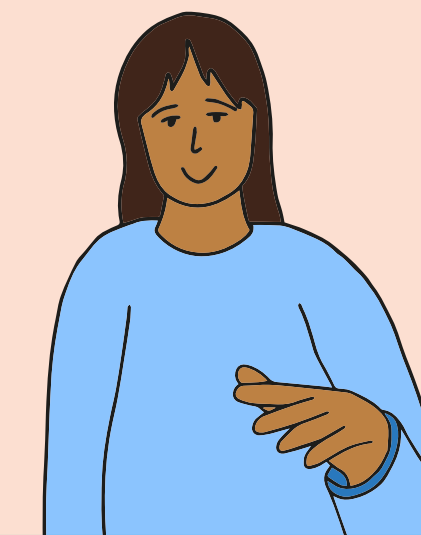
comment ça va ?

How are you?



ça va bien / très bien

I am well / very well



comme ci, comme ça

I'm OK / so, so



ça va mal / très mal

I am unwell / very unwell.



oui

Yes



non

No

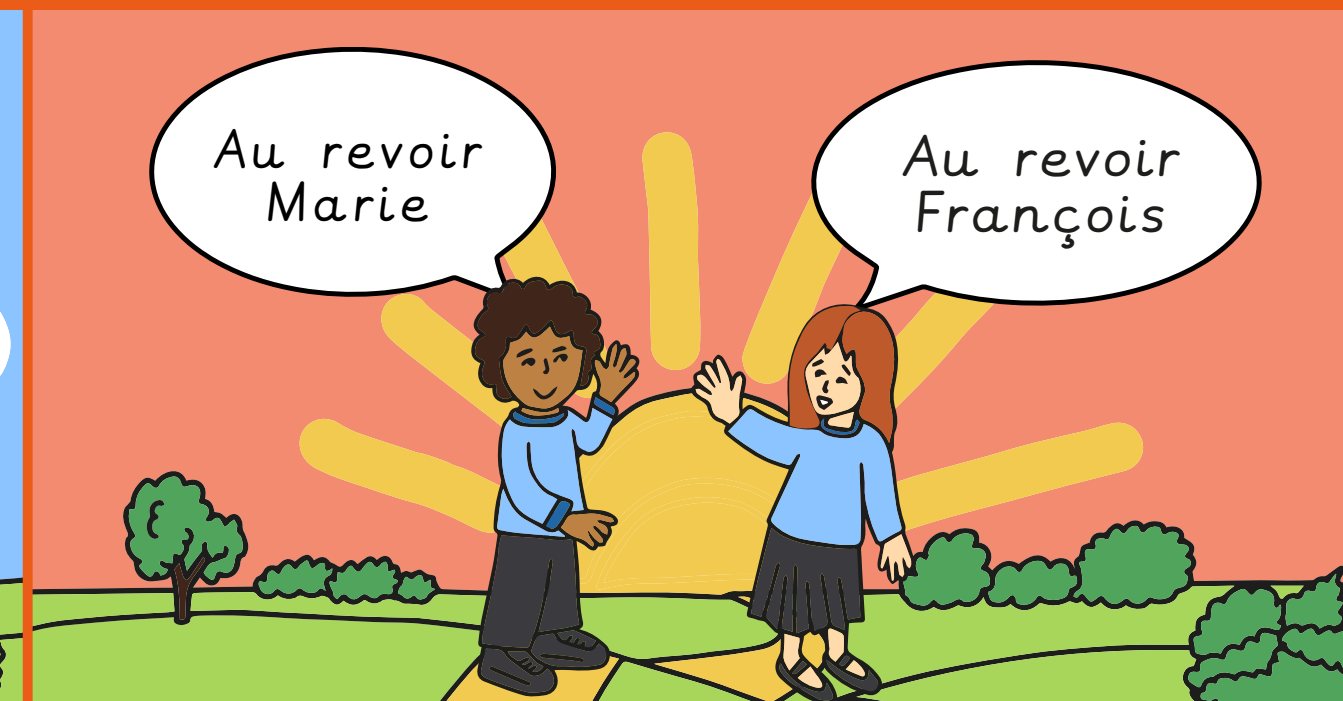


Different types of greetings are used depending on the time of day.



Hello, what is your name?

Hello, my name is Marie



Goodbye Marie

Goodbye François



Goodnight

What does the ç cedilla accent do?

The cedilla accent ç makes the c soft (s) before an 'a', 'o' and 'u', in this case 'ça va'?



ça va?

Sounds like 'sa va'

How are you?

Comment ça va ?

How are you?



Ça va bien / très bien

I am well / very well

Ça va?

How are you?



Ça va mal / très mal

I am unwell / very unwell.





Get Set 4 Education

Knowledge Organiser Ball Skills Year 3 and Year 4

About this Unit

Ball skills build hand-eye co-ordination, spatial awareness and balance. You can control a ball using lots of different parts of your body. You may have seen a football player kick and dribble with their feet, or even use their head to header the ball, their hands to save a goal or throw the ball in from a sideline. The ball skills in this unit will help you in lots of activities and sports.



Examples of games that use ball skills:

Target Games	Invasion Games	Striking & Fielding Games	Net & Wall Games
Boules	Netball		Tennis
Boccia	Football	Rounders	Volleyball
New Age Kurling	Tag Rugby	Cricket	Badminton
Dodgeball	Handball	Baseball	
	Basketball		



Do you know which of these sports uses each of these movement skills?

Ladder Knowledge



Sending:

Year 3: pointing your hand/foot/stick to your target as you release will help you to send a ball accurately.
Year 4: you can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.

Catching:

Year 3: moving your feet to the ball will make you more successful at catching.
Year 4: adjust your hands to the height of the ball. Little fingers together for a close catch, thumbs together for a high catch.

Tracking:

Year 3: use a ready position to help you to react to the ball.
Year 4: tracking a ball is an important skill used in games activities such as rounders, football and tennis.

Dribbling:

Year 3: dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.
Year 4: dribbling with soft hands/touches will help you to keep control.

Movement Skills

- track
- throw
- catch
- dribble
- kick

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

Social communication, work safely, collaboration

Emotional perseverance, personal challenge, calmness, fairness

Thinking provide feedback, tactics, comprehension, reflection, make decisions

Strategy

Whether you are using your hands or feet, lots of teaching points that help you to use a ball are the same. For example when dribbling a ball with your hands, feet or even bouncing it on a racket, using soft touches will help you to control it.

See if you can think of any other teaching points that are the same even when using different body parts.

Healthy Participation



Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.

Home Learning

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

Kerby

What you need: 1 ball, two kerbs that are approx. 4m apart, 1 or more players

How to play:

- Players stand opposite each other on the pavement.
- Players take turns to throw to hit the opposite kerb.
- If successful the player can take a jump towards the opposite kerb and throw again.
- If unsuccessful the other player gets a turn.
- When throwing, if the ball bounces back and hits your own kerb or if it bounces back and you catch it, you take two jumps towards the opposite kerb.
- First player to reach the opposite kerb wins.

Play with more people by playing in teams.

www.getset4education.co.uk

Key Vocabulary



accurate: successful in reaching the intended target

block: to prevent a movement or pathway of an object

collect: to pick up

control: being able to perform a skill with good technique

decision: select an outcome

momentum: the direction created by weight and power

opponent: someone not on your team

personal best: a target outcome of an individual

possession: when a team has the ball they are in possession

power: speed and strength combined

pressure: to add challenge

react: to respond to quickly

receive: to collect or stop a ball that is sent to you

select: choose

technique: the action used correctly

track: to move your body to get in line with a ball that is coming towards you

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.

How will this unit help your body?
agility, balance, co-ordination, speed



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



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About this Unit

Basketball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Basketball was invented in 1891 by an American PE teacher called James Naismith. The game was created so that his students could play indoors in the winter. The first game of basketball used peach baskets as the hoops which is why it is known as basketball!



Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?

Key Vocabulary

- accelerate:** speed up
- accurate:** successful in reaching the intended target
- accurately:** hit with aim
- attack:** the offensive action of trying to score goals or points
- communicate:** share information
- decision:** select an outcome
- deny:** to prevent an action happening
- gain:** get possession of the ball
- intercept:** to gain possession of the ball
- invasion:** a game of two teams who invade each other's space to score goals
- possession:** to have
- pressure:** to add challenge
- protect:** to look after
- receiver:** the person collecting or stopping the ball
- referee:** the person who makes sure the rules are followed
- teamwork:** working with others to succeed
- tournament:** a competition of more than two teams
- track:** to move your body to get in line with a ball that is coming towards you



Ladder Knowledge



Sending & receiving:
Year 3: point your hands to your target when throwing to help to send the ball accurately.
Year 4: cushioning a ball will help you to control it when catching it.

Dribbling:
Year 3: dribbling is an attacking skill which helps you to move towards a goal or away from defenders.
Year 4: protecting the ball when you dribble will help you to maintain possession.

Space:
Year 3: spreading out as a team will help to move the defenders away from each other.
Year 4: moving into space will help your team keep possession and score goals.

Attacking and defending:
Year 3: as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Attacking and defending:
Year 4: as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- jump
- throw
- catch
- dribble
- shoot

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

- Social** working safely, collaboration, support and encourage others
- Emotional** honesty, determination, perseverance
- Thinking** exploration, identify areas of strength and areas for development, decision making, use tactics, reflection

Rules

- Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
- Travelling:** moving with the ball without dribbling it.
- Foul:** you cannot push, hold or make contact with an opponent that stops their movement. If a rule is broken, the opposing team get a free pass.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals..

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Body Parts

What you need: A ball

How to play:

- Explore dribbling the ball. Can you dribble it so that it bounces high? And low? Can you use one hand then the other?
- Keeping your ball bouncing all the time, can you touch the following body parts to the floor?
 - Hands
 - Knees
 - Bottom
 - Stomach
 - Back
 - Forehead

Top tips:

- Use soft, ball shaped hands and keep the ball close to you.



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Year 3: RE

The Nativity Story

Year 3

Key Vocabulary	
nativity	The story from the Bible about the birth of Jesus.
Nazareth	The city where Mary and Joseph lived.
Pregnant	Expecting a baby.
Bethlehem	The town where Jesus was born, sometimes known as The City of David.
census	A formal count of all the people who live in a particular place. The Roman census required couples to travel to the husband's place of birth.
inn	A house where travellers can stay.
manger	A long trough used to feed horses or cattle.
saviour	Someone who saves others from harm or bad deeds. Christians refer to Jesus Christ as their saviour.
worship	The feeling or act of showing respect, loyalty or love.

The Angel's Visit

Mary was engaged to be married to Joseph. An angel, called the angel Gabriel, visited Mary at her home in **Nazareth** to tell her that she was going to have a special baby. The angel said that the baby would be God's son and that she should call him Jesus.



Joseph and Mary (who was **pregnant**) had to travel to **Bethlehem** for the **census**. It was a long and tiring journey. When they got there, they found that all of the **inns** were full.

A Place to Stay

Mary and Joseph were offered a stable to stay in. This is where Mary had her baby. She named him Jesus and he slept in a **manger**.



The Shepherds

Shepherds watching over their sheep on a hillside near **Bethlehem** were surprised when an angel appeared.



The Saviour

The angel told them that a special baby had been born and that he would be a **saviour** to the people. Then the sky was filled with angels singing.





Year 3: RE

The Nativity Story

Year 3

astrologer	Someone who studies the position and movement of the stars and interprets these as having an influence on humans. The astrologers in the nativity are also known as the wise men or kings.
Jerusalem	The holy city in Western Asia, where King Herod's Palace was located.
King Herod	The city where King Herod lived.
frankincense	An expensive tree sap that is burned during worship. It was given to show that Jesus was divine (came from God).
myrrh	A type of resin (sticky substance) produced by certain trees. It is often linked to death and was given to show the human suffering that Jesus would experience.

The Shepherds Visit Jesus

The shepherds went to visit baby Jesus in the stable. When they found him, they knelt down and **worshipped** him. They told Mary and Joseph about the angel's visit and that Jesus would be the **saviour** of the world.

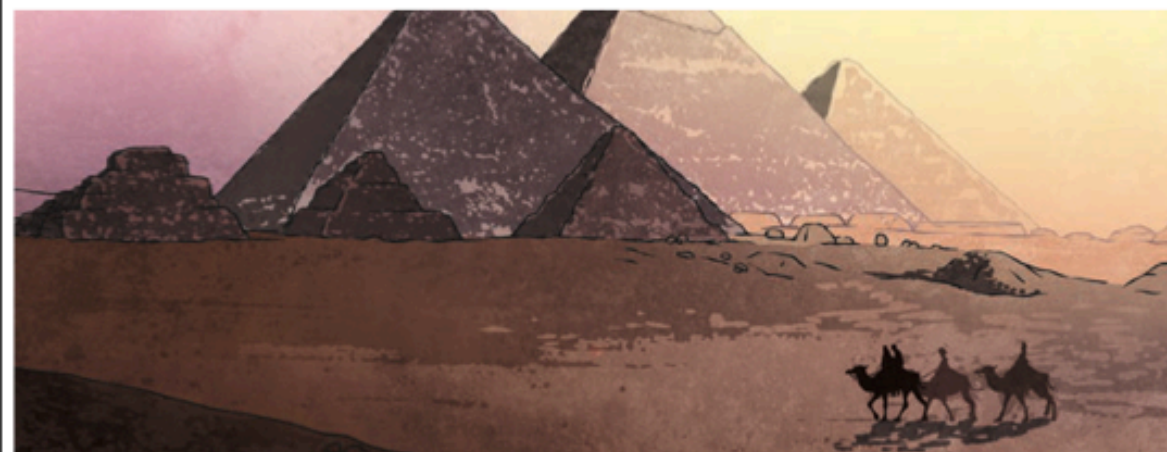
King Herod

The wise men visited the palace in **Jerusalem**, as they expected the new ruler to be a royal baby.

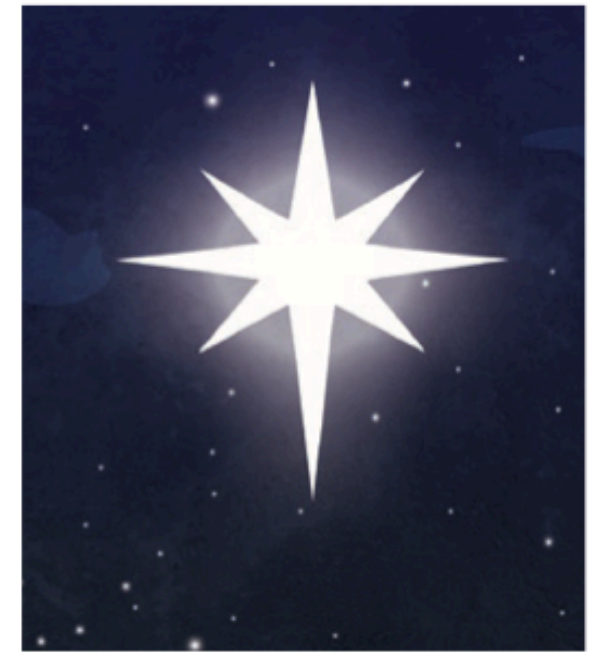
King Herod was not pleased to hear of a new ruler. He asked the wise men to let him know where they found Jesus.

Escape to Egypt

Joseph had a dream in which an angel told him to save Jesus by taking him and Mary to Egypt. They stayed there for many years.



Some **astrologers** noticed a new star in the sky. They knew it meant a great ruler had been born so they decided to follow it.



The Wise Men

The wise men found Jesus in the stable. They **worshipped** him and gave him gifts of gold, frankincense and **myrrh**.



The wise men had a dream telling them not to let **King Herod** know where to find Jesus. **King Herod** gave orders that all baby boys in **Bethlehem** should be killed.