

Overview of Learning Outcomes for Year 3

Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Autumn 1	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Comments
WORKING TOWARDS (Level 2)	I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.	
Year 3 expectation WORKING AT (Level 3)	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	
WORKING BEYOND (Level 4)	I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.	

OR

Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?	Comments
WORKING TOWARDS (Level 2)	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.	
Year 3 expectation WORKING AT (Level 3)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.	
WORKING BEYOND (Level 4)	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.	

Year 3 Autumn 2	Has Christmas lost its true meaning??	Comments
WORKING TOWARDS (Level 2)	<p>I can explain what Christmas means to me.</p> <p>I can tell you what the nativity story tells Christians about Jesus (given to the world by God).</p> <p>I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>	
WORKING BEYOND (Level 4)	<p>I can explain what gift I would like to give to the world and what difference it would make.</p> <p>I can make the links between Christian beliefs about Christmas and the way they celebrate it.</p> <p>I can recognise that Christmas means different things to different people.</p>	

Year 3 Spring 1	Could Jesus heal people?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about what I think a miracle is.</p> <p>I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.</p> <p>I can identify some of the questions people ask about Jesus' healing miracles.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p>	
WORKING BEYOND (Level 4)	<p>I can explain why some people may describe something they see as a miracle when there may also be another explanation.</p> <p>I can explain two different ways Christians might interpret one of Jesus' healing miracles.</p> <p>I can explain how Christians may describe and explain Jesus' miracles.</p>	

Year 3 Spring 2	What is 'good' about Good Friday?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain that rescuing means helping a bad situation get better.</p> <p>I can say what some of these symbols represent e.g. cross: cross/bread/wine.</p> <p>I can ask questions about The Last Supper and Jesus' death.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	
WORKING BEYOND (Level 4)	<p>I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.</p> <p>I can start to explain why Christians see Jesus' death as 'good'.</p> <p>I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p>	

Year 3 Summer 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 2)	I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.	
Year 3 expectation WORKING AT (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
WORKING BEYOND (Level 4)	I can describe some of the characteristics that make me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.	

OR

Year 3 Summer 1	Do Sikhs think it is important to share?	Comments
WORKING TOWARDS (Level 2)	I can tell you when I find sharing easy or difficult. I can talk about some of the ways Sikhs share. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.	
Year 3 expectation WORKING AT (Level 3)	I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.	
WORKING BEYOND (Level 4)	I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.	

Year 3 Summer 2	Would visiting the River Ganges feel special to a non-Hindu?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain the effects of water on me.</p> <p>I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them.</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can explain why water is important.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	
WORKING BEYOND (Level 4)	<p>I can describe some ways that people use water in groups and start to explain how that gives a sense of community.</p> <p>I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.</p> <p>I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</p>	

Year 3 Summer 2	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about different ways that I show commitment.</p> <p>I can talk about some ways Sikhs show commitment to God.</p> <p>I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p>	
WORKING BEYOND (Level 4)	<p>I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things.</p> <p>I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</p>	