

WELTON PRIMARY SCHOOL

YEAR THREE

PUPIL AND PARENT

HANDBOOK



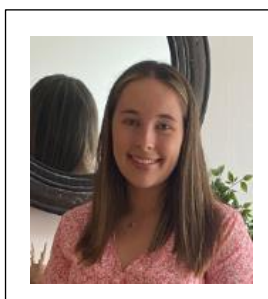
SEPTEMBER 2023



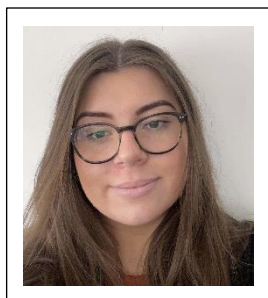
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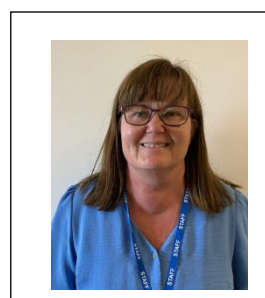
In September the Year Three Team will be:



Miss Marsden



Miss Bibby



Mrs Gould



Mrs Hughes



Mrs Shore

Welcome Back

We are looking forward to seeing everyone in September.



When you haven't been at school for a while it maybe a little scary too. It's okay to be a bit worried.

While you have been at home and having a summer holiday, we have been making sure the school ready for a new year.

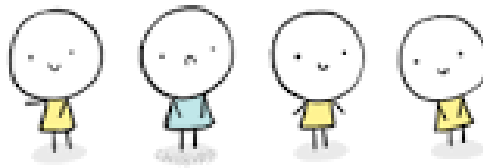
We have also been getting the classrooms ready. All we need now is you!



COMING BACK TO SCHOOL

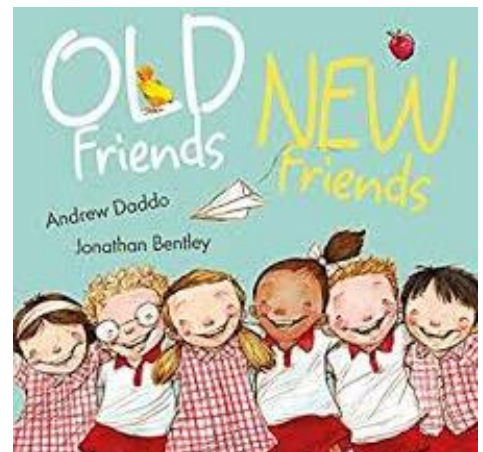
You will probably have a new teacher. They know you might need more looking after for a while.

sometimes being
happy is hard to do.



You will have a new classroom and it will look different. That's ok, because you will soon get used to it.

You will be in a class with some old friends but also some new friends. You might miss some of your old classmates, but you can see them at breaktime.



School Day

At Welton, the gates will open at 8:40am and registers will open at 8:45am.



It is essential that you arrive at school promptly, to ensure you do not miss part of your first lesson which begins at 9am prompt.

The lessons you will have every day:

- Guided reading and /or phonics,
- SEEC or spelling,
- Maths, number fact fluency sessions,
- English, handwriting and the class reading book.



Your teachers are getting all your lessons ready for September. They know that you may have forgotten how to do some things. Don't worry, they will help you.

Learning and lesson will stop at 3:20pm – you will then prepare to leave the building. You will be collected or go to the club at 3:30pm.

Prohibited Items



There are some things that are not allowed at school, these need to be always left at home.



Mobile phones



Smart watches and any watch that has internet and messaging facilities.



Sweets and confectionery

This includes in packed lunches.



Jewellery

Small flat studs can be worn in lessons but need removing for breaks and PE. We strongly recommend that earrings are not worn for school.



Our lockers are very small.

Rucksacks are permitted for children who have a signed permission to bring their bicycle to school.



Hydration drinks



Chap sticks, cough sweets etc



Toys and other things from home.

What should I wear to school?

The children look smart in their school uniform and will all wear school uniform.



Welton's Expectations

Ready

Respectful

Safe

Be ready to learn.

**Respect the school rules
which will keep you
safe.**

Soft PE bag



Book bag






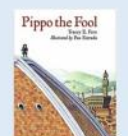













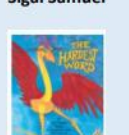





Welton Independent Learning Skills (W.I.L.S.)

- Stickability
- Personal Best
- Risk It
- Organised
- Asking Questions
- Focus
- Collaboration
- Reflection


Every Thursday
– special assembly







What does learning look like in Year 3?

Welton Primary School Long Term Plan 2022				Year Group: 3	Class Teachers:	
Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 Stone Age Boy Author: Satoshi Kitamura	 The Dragon Snatcher MP Robertson	 Escape from Pompeii Author: Jackie Morris	 Pipito the Fool Tracey E Fern	 The Princess Who Hid in a Tree Jackie Holderness	 The Story of Passover David A Adler
	 Stone Girl, Bone Girl Author: Laurence Anholt	 Dragons at Crumbling Castle Terry Pratchett	 A Roman Adventure Frances Durkin	 Big Anthony Tomie dePaola	 The King who Threw Away his Throne Terry Deary	 Osnat and Her Dove Sigal Samuel
	 Boy Genius of the Stone Age and His Search for Soft Trousers Raymond Briggs	 Evidence of Dragons Pie Corbett (Poetry)	 The Roman Soldiers Handbook Author: Leslie Simms	 Take Me Back to Italy Dorothy H. Smith	 Anglo-Saxons National Geographic	 The Hardest Word Jaqueline Jules
	 DKfindout! Stone Age	 Pet Dragon Author: Mark Robinson		 Pumpkin Machines for George the Sheep	 Where is the Frog?	 Sukkot

Core Poetry	Autumn	Spring	Summer
	 I Was Born in the Stone Age Michael Rosen https://www.youtube.com/watch?v=tq3Q85aA_0k	 Tell Me A Dragon Jackie Morris https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-one/ https://poetrysociety.org.uk/education/learning-from-home/pyroclastic-poetry-part-two/	 Carnival of the Animals Michael Morpurgo  Let's celebrate

Spelling	Learning Words 2	Vowel Suffixes 2 (-ing, -en, -er, -ed, -ation)	Prefixes	Homophones 2	Irregular Verbs	Unsounded Consonants
Maths <i>(NCETM: Covid Recovery Curriculum)</i>	NF: Addition and Subtraction across 10 NPV: Number and Place Value Numbers to 1,000	AS: Numbers to 1000 - Addition & subtraction NF: Number Facts – numbers to 1,000	Geo: Right Angles AS: Manipulating and additive relationship securing mental calculation	AS: Column Addition MD: 2, 4 and 8 times tables AS: Column subtraction	F: Unit Fractions	F: Non Unit Fractions Geo: Parallel and perpendicular lines in polygons
Number Sense: understanding of number and fluency with number facts (Addition and Subtraction / multiplication & division facts)						
Science	Chemistry: Rocks & Fossils Assessment Question: What types of rock are you likely to find fossils preserved in and why?  Dinosaur lady Author: Linda Skeers	Physics: Light Assessment Question: Why do humans need light, and can it ever be dangerous?	Physics: Forces & Magnets Significant individual: Pliny the Elder –Roman, discovered natural magnetism Assessment Question: What is meant by a magnet's poles and how do they act as a force?	Biology: Plants Assessment Question: Can you name the parts of a flower and explain why each part is important?	Biology: Animals including Humans – skeletal Assessment Question: What similarities and differences can you find between a human and animal anatomy?	Biology: Animals including Humans - Nutrition Assessment Question: What nutrients do humans need to survive and where do they get them from?

History	<p>Changes in Britain from the Stone Age to Iron Age.</p> <p>Assessment Question: <i>What main changes occurred between the Palaeolithic and Iron Age?</i></p>		<p>Roman impact on Britain and our locality</p> <p>Locality Link* <i>Including local history:</i> <i>Brough on Humber, Petuaria fort, Brantingham villa</i></p> <p>Assessment Question: <i>What impact did the Romans have in Britain?</i></p>		<p>Anglo Saxons</p> <p>Locality link: <i>King Aldrich – died in Driffeld</i> <i>Humber boundary in Anglo Saxon times</i></p> <p>Assessment Question: <i>Who were the Anglo-Saxons and what changes di they make to Britain?</i></p>	
Geography		<p>Human and Physical / locality fieldwork study: Brough</p> <p>Assessment Question: <i>Describe Brough’s place in the East Riding and what human and physical features make it a good place to live?</i></p>		<p>Place Knowledge: UK/Italy/ Rome capital city</p> <p>Assessment Question: <i>What are the human and physical geographical similarities and differences between Italy and the UK?</i></p>	<p>Human and Physical: Volcanoes and Earthquakes</p> <p>Assessment Question: <i>Why do volcanoes and earthquakes occur?</i></p>	
Religious Education	<p>Remembering</p> <p>Assessment Question: What would you like to be remembered for?</p> <p>Christmas: <i>Mary: Why is Mary such an important part of the Christmas story?</i></p>		<p>Faith Founders</p> <p>Assessment Question: Who are the faith founders and what did they teach?</p> <p>Easter: <i>Remembering Easter: How are the events of Easter remembered by Christians?</i></p>		<p>Encounters</p> <p>Assessment Question: What makes a place sacred?</p>	
Physical Education	Hockey and gymnastics	Hockey and Rugby	Dance and Rugby	Lacrosse and Tennis	Tennis and Athletics	Athletics and Rounders
	<p>Computer Science: Coding – using flowcharts</p>	<p>Information Technology: Spreadsheets</p>	<p>Information Technology: Touch Typing</p>	<p>Information Technology: Branching Databases</p>	<p>Information Technology: Simulations</p>	<p>Information Technology: Graphing</p>

Computing	Assessment Question: <i>Why is it useful to use a flowchart to design a computer program?</i> Digital Literacy: Online Safety Assessment Question: <i>What makes a password safe?</i>	Assessment Question: <i>Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?</i>	Assessment Question: <i>Why should I type certain keys with certain fingers?</i> Digital Literacy: Email Assessment Question: <i>What information can I send in an email?</i>	Assessment Question: <i>What is a branching database and why do we use one?</i>	Assessment Question: <i>What is a computer simulation and what kinds of simulations are there?</i>	Assessment Question: <i>What is a graph and what types of graphs can you do on a computer?</i> Information Technology: Presenting with PowerPoint or Google sides Assessment Question: <i>What is a presentation program used for and what features can you include to make your presentation more engaging?</i>
Art	Sculpture Artist: Christo  <i>Combining and creating materials to make recognisable forms</i>			Drawing Artist: Edward Hopper  <i>Exploring lines and shadows, studies of buildings linked to Geography.</i>	Painting Artist: Claude Monet  <i>Mix colours and tints for a purpose</i>	
Design Technology		Textiles: Brough Community Project Sewing – symbolise themselves (create a whole blanket) <i>Measure, tape or pin, cut and join fabric with some accuracy</i>	Construction: Roman Legacy: Battering rams  <i>Mechanical systems, including levers and linkages</i>			Food and Nutrition: Design and make an food based product

Music	Let Your Spirit Fly	Glockenspiel stage 1	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind, Replay
MFL	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths: addition and subtraction J'ai (I have) Age Easter	Definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	<i>C'est</i> Extending sentences with <i>aussi</i> Numbers 1-15 Days of the week Assessments Paris project
PSHE / RHE	Being Me in my World Do we really need rules to follow? <i>Establish why it is important to have rules and how they help people learn. Understand the feelings of importance and being valued.</i>	Celebrating Difference Is it OK to fall out with my friends and family? <i>Understand how words can be used in hurtful or kind ways and how this can lead to arguments. Explore how arguments in a relationship might happen and how conflict might make us, and others feel.</i>	Dreams and Goals What helps me learn? <i>Recognise the ways we learn best and what we need to do to make these ways more effective. Identify how to share our successes with confidence and positivity.</i>	Healthy Me How can I keep myself safe? <i>Learn how to keep safe from certain things, people and places. Develop specific strategies for keeping safe and who we can go to for help. Explore the feelings of anxiousness and fear and understand how they might manifest themselves</i>	Relationships How can other people affect my personal life? <i>Understand how our personal lives are affected by people we know as well as people from other countries. Explore the choices we make, and how they make affect us, our friends, family as well as other citizens living abroad.</i>	Changing Me Are our body changes necessary? <i>Recognise the changes we are facing as part of the growing up process, including the changes of both a boy and girls body (both outside and inside of our body) Analyse the changes our bodies made and understand that some changes are necessary so that our bodies can make babies when they grow up.</i>
Educational Visits / Visitors	Visit: Murton Park – immersive	Locality Visit: Brough <i>Use field work to observe, measure and record human and physical features in local area-sketch maps, plans and graphs</i>	Visitor Roman immersive day	Visit Hull Gurdwara in Anlaby	Visit: Hull and East Riding Museum Stone Age to Saxons	Visitor: Nutrition and Health

Help with supporting your children at home



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Curriculum Planning

[HOME](#) ▸ [CURRICULUM](#) ▸ [CURRICULUM PLANNING](#)

What is the intent of our curriculum?



SUPPORTING
LEARNING AT HOME

Supporting Learning at Home

[HOME](#) ▸ [CURRICULUM](#) ▸ [CURRICULUM PLANNING](#) ▸ [SUPPORTING LEARNING AT HOME](#)

Research tells us that parental involvement in pupil learning results in better outcomes for children. Children who regularly learn at home have better school outcomes than children who do not. At primary level, the evidence is strongest for short and focused homework projects.

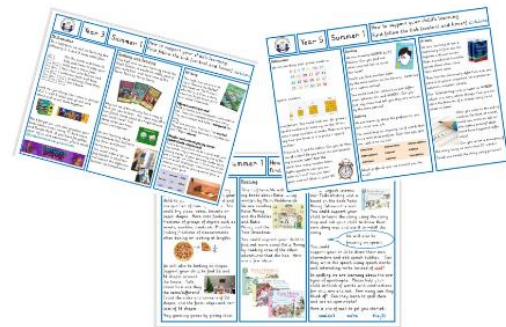
Learning at home has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.

As with home learning more widely, parental support for homework can promote the self-regulation in children necessary to achieve academic goals including goal-setting, planning, perseverance, and the management of time, materials, attentiveness, and emotions.

EEF Working with Parents to Support Children's Learning

How to support your child's learning at home

Please see the information sheets attached below:



- [EVFS Summer 2 Curriculum for Parents](#)
- [Year 1 Summer 2 Curriculum for Parents](#)
- [Year 2 Summer 2 Curriculum for Parents](#)
- [Year 3 Summer 2 Curriculum for Parents](#)

Year 1 Knowledge Organisers

[HOME](#) ▸ [CURRICULUM](#) ▸ [SCIENCE](#) ▸ [YEAR 1 KNOWLEDGE ORGANISERS](#)

Knowledge Organisers

This identifies all the key learning your child needs to know for each half term for each subject.



Wilton Primary School—Science Knowledge Organiser



Year: 1	Animals				Biology
What should I already know?	Mammals	Reptiles	Birds	Fish	Amphibians
<ul style="list-style-type: none"> I know about similarities and difference in living things. I can talk about my own environment and how environments might vary. I can make observations about animals and 					
Vocabulary					
tail	Part of animal or bird that helps with balance or sends messages.				
fur	The hairy coat of a mammal.				
wing	Allows some birds to fly or swim.				
claw	Pointy, sharp nail at the end of each digit.				
fin	Helps fish to swim and balance.				
scales	Small plates that protect skin.				
feathers	Cover the body of a bird.				
beak	The nose and mouth of a bird.				
paw	The foot of a mammal.				
hooves	Hard covering that protects the toes—like a toe nail.				
	human monkey lion bear dog	lizard crocodile snake	robin penguin duck chicken owl	shark salmon ray tuna goldfish	frog toad salamander newt
Carnivore Animal that eat other animals		Omnivore Animal that eats both plants and other animals		Herbivore Animal that only eats plants	

Finding out about your child's day



Getting in touch

We are here to help.

- For simple questions related to school lunches, payments etc please contact the school office.
- For queries and worries in relation to school rules, learning, progress, and friendship etc please email the school office who will let the teachers know you need to talk to us.
- For worries and concerns that you have raised with the class teacher but seem to be ongoing please contact the school office and ask to speak to the phase leader who will contact you to find a solution to your concern.

Phase leaders

EYFS: Miss Brash

KS1: Miss Seddon

KS2: Mrs Millar



Welton Primary School—Science Knowledge Organiser



Year: 3

Rocks

Chemistry

What should I already know?

- I can distinguish between an object and the material from which it is made.
- I can identify, name and give properties of a variety of everyday materials.
- I can compare and group a variety of everyday materials on the basis of physical properties, comparing their suitability for different purposes.

Vocabulary

rock	A solid mass made up of minerals.
stone	A solid mass of minerals like a rock.
pebble	A small, rounded stone.
soil	Substance on surface of the earth
boulder	A large, rounded piece of rock.
grain	A tiny hard piece of sand or salt.
crystals	Quartz that is colourless or clear.
layer	Form one thickness of something.
texture	How something feels when touched.
absorb	Soak up or take in something.
porous	It lets water through.
peat	Dark coloured material that is the remains of plants.

Classification of Rocks

Sedimentary	Igneous	Metamorphic	Meteorite
<ul style="list-style-type: none"> These rocks are formed when small particles of minerals are washed down rivers. They become squashed at the bottom of lakes and are formed over millions of years as more sediment is squashed on top. They are porous and can be easily worn down. 	<ul style="list-style-type: none"> Igneous rocks are formed from magma: a hot underground liquid. Magma can cool under the earth's surface and form rocks or flow out in volcanic eruptions as lava. It mixes with other minerals to form rocks on the surface. Many igneous rocks are non-porous. 	<ul style="list-style-type: none"> These rocks are formed when rock becomes warm enough to bend and mould, but not enough to become a liquid. Metamorphic rocks can sometimes form interesting shapes, depending upon how they have been moulded. Normally metamorphic rocks are non-porous. 	<ul style="list-style-type: none"> Meteorites are rocks that have landed on Earth from space. These rocks were not formed on Earth. This means that scientists are able to study planets without ever actually going there.

Fossils

A fossil is the preserved remains of something that was once living. The process in which fossils are formed is called fossilisation. Most living things don't become fossilized—it takes special conditions!

- After an animal dies, the soft parts of the body rot away leaving just the hard things, like teeth and bones.
- The remains are buried by sediment.
- As more layers of sediment build on top, the sediment around the remains begins to harden into rock.
- Water seeps through, dissolving the bones. Minerals replace them, creating a rock replica of the bone called a fossil!



Soil

Soil is a combination of different materials, including ground up pieces of rock, particles from dead plants and animals, air, and soil.

These mix together to create different soil types:

- Sandy soil is dry soil with lots of air found in it.
- Clay soil is sticky and doesn't have much air in it. It often contains a lot of water.
- Loom soil is somewhere between the two - it has some water in it as well as some air. It is the best type of soil to grow plants in.

Rocks

marble	A type of limestone that can be polished.
chalk	A soft, light coloured rock.
granite	A very hard rock used in buildings and statues.
sandstone	A sedimentary rock made of compacted sand.
slate	A blueish grey rock that splits into layers.

Sedimentary Rocks

Metamorphic Rocks

Igneous Rocks

Sandstone

Chalk

Limestone

Marble

Slate

Gneiss

Phyllite

Basalt

Granite

Pumice



Welton Primary School—History Knowledge Organiser



Year: 3

Stone Age to Iron Age

Timeline

13,000 B.C.	4500-3500 B.C.	2300 B.C.	1800 B.C.	1200-800 B.C.	800-700 B.C.	700-500 B.C.	100 B.C.	43 AD
People make cave paintings.	Farming starts to begin to spread and pottery is made.	Start of the Bronze Age.	The first copper mines are dug.	Metal tools are made and used.	Start of the Iron Age. The first hill forts are made.	Iron is more commonly being used.	Coins are made and used for the first time.	Iron Age ends with the invasion of the Romans.

Vocabulary

artefact	An object made by a human being in the past
farming	Growing crops and raising livestock
island	A piece of land surrounded by water
land clearance	Removing or destroying trees, ground cover and other vegetation
resources	A supply of money or useful materials
remains	Left overs when parts have been removed or
ancient	Belonging to the very distant past
archaeologist	Person who studies human history by looking at artefacts
century	A period of one hundred years
circa	Approximately
civilisation	A complex human society, including some form of technology, government and communication
discovery	Finding something for the first time
era	A long and distinct period of history
extinct	A species that has no living members
flint	A very hard stone used to make tools
hearths	The floor of a fireplace
migration	Movement from one place to another
Neanderthal	An ancient and extinct species of human
nomad	People that move location in search of food
settler	People who move to live another country/area

Pre-History

- This period of prehistory in Britain generally refers to the time before written records began.
- It begins when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC and ends with the invasion of the Romans in AD 43. The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain.
- Some major advances in technology were achieved during this time, including the control of fire, agriculture, metal working and the wheel.

The Stone Age

- Paleolithic Period**
- People were hunters and they found food by roaming from place to place in different seasons.
- Mesolithic Period**
- Sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe).
 - Tools were developed and became smaller and finer.
 - The invention of canoes meant that people were better able to hunt for fish as well as animals.
- Neolithic Period**
- People began to settle into farming villages instead of moving from place to place.
 - People started to look after animals and grow their own crops.



The Bronze Age

- People discovered how to get metals out of rocks
- Bronze replaced stone as the best material for making tools.
- People were able to build better farming equipment and they also began to make bronze weapons and jewellery.
- When people died, they were buried with their most important possessions. Many of these burial objects have now been discovered and they help historians to know more about what life was like during the Bronze Age.
- The remains of 3 Bronze age boats were found in Ferriby. The Wright Brothers from Hull made the discovery. They are one of the most significant Bronze Age finds in the area.



The Iron Age

- Iron replaces bronze as the main materials for making tools and weapons.
- People lived in tribes and they were often at war with each other.
- Iron Age people began to protect themselves by settling in hillforts, which were groups of round houses and farming land protected by walls.
- People from the Iron Age are sometimes called 'Celts'.
- The remains of an Iron Age round house have been found in Brough showing that Iron Age people lived very close.



Legacy—Stonehenge is one of the world's most famous monuments, which stands on Salisbury Plain in Wiltshire. It began being built in the late Neolithic Age, around 3000 BC. The last changes were made to it in the early Bronze Age, around 1500 BC. No one really knows why it was built but it is thought that people gathered there for religious ceremonies.



Paleolithic Period

Mesolithic Period

Neolithic Period

Bronze Age

Iron Age





Welton Primary School – PSHE Knowledge Organiser

Year: 3

Autumn 1

Being Me in My World



PSHE Puzzle Piece Vocabulary

Achievements	Things that have been done well
Acknowledge	To accept something
Actions	Something a person does
Affirm	To uphold an idea or a thought
Behaviour	The way a person chooses to act or conduct themselves
Challenge	Something that makes us think
Choice	Something a person chooses to do
Consequences	A result of something that has been done
Cooperate	To work together
Dream	An ambition or hope that means a lot to someone
Emotions	A person's feelings
Fairness	To behave in a fair way
Fears	Being frightened or worried about something
Feelings	Emotional reactions
Nightmare	An unpleasant dream or experience
Praise	Approval for doing something well
Proud	To be pleased with an achievement
Responsibilities	A person's duty to do something
Rights	The legal, social or ethical needs of a person.
Solutions	Answers to a problem or issue
Teamwork	Working together with one person or more to achieve a goal.
Viewpoint	A person's opinion or point of view
Worries	To feel anxious or have a fear of something



Feeling Valued

I know that valuing myself is about knowing my worth and my achievements and remembering that I am important.
I can set personal goals and understand the goals other set.
I know that celebrating others achievements and saying what they do well makes them feel valued.



Facing Challenges

I can face new challenges positively, making responsible choices and ask for help when I need it.
I know that when I am happy I feel good about myself and others, and when I am upset and things don't seem right I feel sad. I understand that when I am frightened I have a fear of something.
I am able to identify if other people are feeling these emotions.



Right to Learn

I know that I have a right to an education and to be in a happy place.
I understand why rules are needed and how these relate to rights and responsibilities
I understand that my actions affect myself and others and I care about other people's feelings.
I understand that my behaviour brings rewards / consequences.



Others Viewpoints

I understand that rights, responsibilities, rewards and consequences form an important part of our class learning charter.
I understand the importance of friendship to help me enjoy myself, learn well and connect me to others.
I can work with others and show how the learning charter allows everybody the chance to work well together.

Questions to Support Learning

- What would your 'nightmare school' look, sound and feel like?
- What would your 'dream school' look, sound and feel like?
- What are emotions? Can you name some different ones?
- Can you give some examples of positive (helpful) choices that could lead to a reward?
- Why is making someone feel welcome an important skill?
- What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons
- Can you tell me about Calm Me time?



Welton Primary School—Year 3 Art Experience Organiser



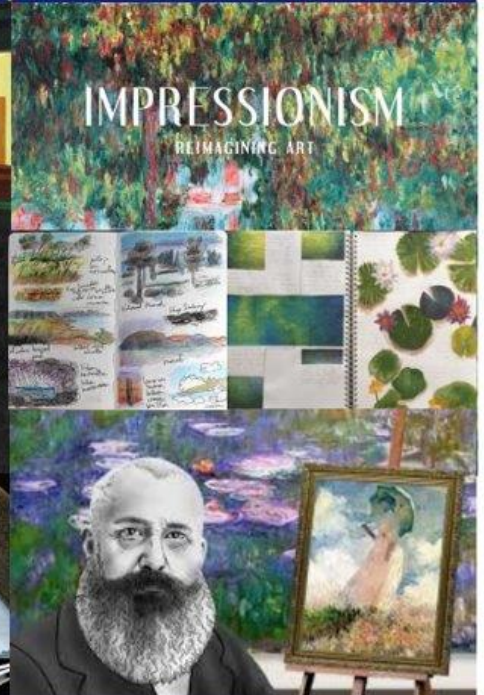
Sculpture: Christo. Explore wire sculpture through inspiration from Christo and fossilisation.



Drawing: Edward Hopper. Experience realist art through urban depictions and observational drawing.



Painting: Claude Monet. Explore impressionist painting through landscape and a variety of paint types.



Key Vocabulary:

Observe, symmetrical, realism, impressionism, perspective, texture, palette, contrast, primary colours, secondary colours, form, brushstroke.

Unit 3.1 - Remembering

Theme of Unit: Remembrance through festivals & celebrations
How do festivals and celebrations help faith members to remember?

festival	A ceremony which repeats, often once a year and involves special activities.
celebration	Anything that is planned or done in order to honour something.
remembrance	The act of remembering back to a significant time, person or event.



Why Remember?



Theology

Social Science

You will be looking through the social sciences lens to explore remembrance through Christian festivals such as Remembrance Day. You will be also looking through the theology lens to interpret the stories behind some Christian festivals.

By the end of this unit, you should have a good understanding of the purpose of religious and community celebrations.

WHAT DO YOU LIKE TO REMEMBER?

What will I be exploring?

- † What is the value of participating in a religious festival or ritual?
- † What is the significance of religious festivals and rituals?