Y3– Autumn 2– Stewardship of God's Creation

Catholic Social Teaching

"Please let us be protectors of creation, protectors of God's plan inscribed in nature, protectors of one another and the environment." Pope Francis.

The term stewardship means that we know that all life on earth is scared and holy and we are responsible and accountable for it. Respect for the dignity of life extends not just to every human being on earth but to the universe in its entirety. All of God's creation is sacred and reflects something of who God is. Caring for this earth is part of what it is to be Christian. The Catholic Church has a long tradition of teaching about the God centredness of the earth which clearly focusses on







What does Scripture say?

Genesis 1: 1-31

Daniel 3: 56-82

Intent

Through enquiry learning, children will use varying skills from science, literacy, art and music to explore the question of 'Are we scarring or cultivating the earth?'

This question will be explore through the Catholic Social Teaching lense of Stewardship of God's Creation. We will explore the earth in its natural form through studying rocks in science and create our own art linked to nature and it's history.

Through the delivery of this unit of work children will

Impact

By the end of this unit, children will have a deep understanding of our environment and how we, as humans are affecting the world we live in. Children will build on scientific prior knowledge from Everyday Materials studied in year one and year two. They will explore the properties of rocks and fossils and be able to recognise how our earth has changed over time.

Additionally, children will be thinking about how we, as a Catholic community, can help to combat the effects that are being seen in our wider society. They will show an understanding and care for all creation and explore ways in which they can make

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Literacy

Pathways To Write

Winter's Child by Angela McAllister

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)
• 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	• **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**	• 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

Mathematics

Length and Perimeter

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).
- Measure the perimeter of simple 2D shapes.

Multiplication and Division (A)

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one –digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Geography—Why do people live near volcanoes?

- ✓ Name all four layers of the Earth in the correct order, stating one fact about each layer.
- ✓ Explain one or more ways a mountain can be formed.
- ✓ Give a correct example of a mountain range and its continent.
- ✓ Describe a tectonic plate and know that mountains occur along plate boundaries.
- ✓ Correctly label the features of shield and composite volcanoes and explain how they form.
- ✓ Name three ways in which volcanoes can be classified.
- ✓ Describe how volcanoes form at tectonic plate boundaries.
- ✓ Explain a mix of negative and positive consequences of living near a volcano.
- ✓ State whether they would or would not want to live near a volcano.
- ✓ State that an earthquake is caused when two plate boundaries move and shake the ground.
- ✓ Explain that earthquakes happen along plate boundaries.
- ✓ List some negative effects that an earthquake can have on a community.
- ✓ Observe, digitally record and map different rocks using a symbol on a map.
- ✓ Identify rock types and their origins based on collected data.

Religious Education

Reconciliation

Most children will know that human beings often have freedom to make choices. They will understand the difference between a good and a bad choice and the consequences these bring. They will know some teaching of Jesus about the forgiveness of sin when wrong choices have been made. They will understand that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.

Less able children will know that human beings can make wrong choices. They will recall some of the things Jesus said about forgiveness. They will know that Christ's forgiveness is celebrated in Reconciliation.

More able children will have a greater knowledge of the teaching of Jesus about forgiveness. They will be able to think of ways in which receiving and giving forgiveness are important in life. They will have a good understanding of the Sacrament of Reconciliation and will be able to explain the meaning of different parts of the Sacramental celebration.

Advent

Most children will know the stories of the Annunciation and Visitation. Understand that both Mary and Elizabeth recognised and welcomed the presence of Christ. Be able to think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presenceof Christ.

Less able children will know elements of the stories of the Annunciation and Visitation. Understand that Advent is aseason of preparation for Christmas.

More able children will have a greater understanding ofthe stories of the Annunciation and Visitation and how thepresence of Christ affected the lives of Mary and Elizabeth.They will understand that Advent is a season to prepare andwelcome Christ and will be able to identify lots of ways inwhich his presence can be recognised today.

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Science

Physics—Forces and Magnets

- ✓ Identify examples of pushes, pulls and twists.
- ✓ Define a force, including describing, naming and classifying contact and non-contact forces.
- ✓ Describe the relationship between friction and the roughness of a surface.
- ✓ Identify examples of friction being useful or not.
- ✓ Predict attraction and repulsion between like and opposite poles.
- ✓ Identify examples of magnetic and non-magnetic materials.
- ✓ Name some examples of types of magnets and compare their strengths.
- ✓ Describe some examples of the uses of magnets.

When working scientifically, pupils who are **secure** will be able to:

- ✓ Use arrows and scientific vocabulary to show the direction of a contact force.
- ✓ Use evidence to support conclusions.
- ✓ Identify the variables to change, measure and control.
- ✓ Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic.
- ✓ Label the axes of a bar chart.
- ✓ Draw bars on a chart accurately.
- ✓ Identify key information from a source.
- ✓ Use more than one source to research a question.

Design Technology

Eating Seasonally

- ✓ Explain that fruits and vegetables grow in different countries based on their climates.
- ✓ Understand that seasonal fruits and vegetables grow in a given season.
- ✓ Understand that eating seasonal fruit and vegetables positively affects the environment.
- ✓ Design a tart recipe using seasonal ingredients.

As part of our focus on Italy and Italian for Community Language Day, children will be creating flat bread pizzas

Physical Education

Gymnastics

Through exploring gymnastics the children will acquire and develop the following skills:

- Structure sequences of actions and skills in different orders to improve performance (speed/ direction/level).
- Climb a set of wall bars.
- Balance on one foot.

Swimming

Children will be swimming until February half term and will develop the following skills:

- Have a reasonable knowledge of the water safety code.
- Submerge fully to pick up an object from the bottom.

Music

Children will be continuing to learn the ukulele with our music provider 'The Musical Toad' ready for our showcase on 27th November

- Play and perform simple melodies following staff notation using a small range as whole class or in small groups
- Compose short "on the spot" responses using a limited note range
- Individually (solo) copy stepwise melodic phrases with accuracy at different tempos; allegro and adagio: fast and slow.

RSHE

Me, My Body and My Health

In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God.. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.

Computing

Coding & PowerPoint

Children will:

- Design, write and debug programs that control or stimulate virtual events.
- Use logical reasoning to explain how some simple algorithms work.
- Will create simple cross-curricular PowerPoint presentations

E-safety—Online Reputation (Project EVOLVE)

- Explain how to search information about others online.
- Understand the need for caution when sharing personal information online—what to share and what not to share.

French

Numbers and the Alphabet

Children will begin to develop a range of speaking, listening, reading, writing and grammar skills. Children will:

- Follow simple instructions and link pictures or actions to language.
- Ask and answer simple questions.
- Repeat sentences heard and make simple adaptations to them.
- Show that they recognise words and phrases heard by responding appropriately.
- Write some simple words from memory.