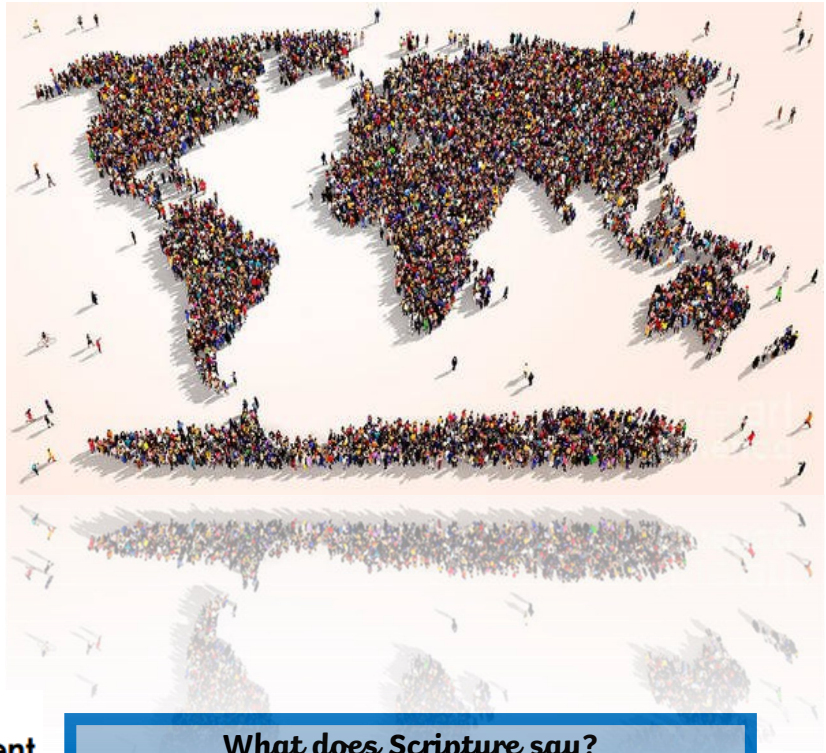
Y3– Autumn 1– Family & Community

Does it matter where we come from?

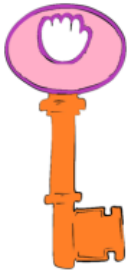
Catholic Social Teaching

''How precious is the family as the privileged place for transmitting the faith!' Pope Francis.

In the midst of the creation myth in Genesis, God says "it is not right that man should be alone". We don't flourish as people by being isolated and living by ourselves, but by engaging as full members of our community. We have an obligation to help and support those around us while at the same time allowing ourselves to be supported. The place most of us first experience a community in our lives is in the family, and so it is here that the themes of Community and Participation have their roots, and in the context of the family that these principles have developed.







Key statement

We all have the right and duty to participate fully in society.

What does Scripture say?

Genesis 2:18

John 15:12-17

Romans 12:4-8

Intent

Through enquiry learning, children will use varying skills from geography, name and locate counties and cities in the UK, use maps atlases and globes, and describe and understand key aspects of physical and human geography to answer to answer the question 'Does it matter where we come from?'

Children will have a clear understanding of the geographical regions of the UK and will be able to identify topographical features. They will be able explore different aspects of human geography and how this may impact communities across the UK.

Impact

Children will build on their prior learning of locational knowledge from year two by exploring counties in the UK. They will deepen their understanding of different regions and how both physical and human geography can impact an area. They will explore employment rates, economic opportunities and the distribution of natural resources across the UK and whether this is fair.

Children will develop an understanding of physical and human geography can have an impact on an area. They will be able to compare the differences between different communities and reflect upon their own choices and actions within their community.

'What you own belongs to the Lord and is given for the good of all.' Leviticus 25:23-43

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Core Subjects

Literacy

Pathways 2 Write—The Seal Surfer

Writing Outcome—Recount: Letter

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 progressive forms of verbs • Use expanded noun phrases • Write sentences with different forms: statement, command, question, exclamation	• **Group related ideas into paragraphs** • **Build a varied and rich vocabulary** • **Use prepositions to express time, place and cause** • ***Introduce inverted commas to punctuate direct speech (one session)***	• Write in the first person • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms • Use some future tense verbs • Use layout and structure of a letter • Ensure chronological order to explain sequence of events

Guided Reading

Children will follow the Bug Club programme everyday to develop reading, writing and comprehension skills.

Mathematics

Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens and ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and numbers.
- Solve number problems and practical problems involving these ideas.

Addition and Subtraction

- Add and subtract numbers mentally, including a three-digit number and ones.
- Add numbers up to three digits using the formal method of columnar addition.
- Add and subtract numbers mentally, including a three-digit number (tens and hundreds).
- Subtract numbers with up to three digits using the formal method of columnar subtraction.
- Estimate the answer to a calculation and use the inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

Religious Education

Belonging

Most children will know that Baptism is the Sacrament of Belonging to God's Family, the Church. They will be able to identify some signs and symbols of Baptism and express their meaning. They will be also be able to Sequence the Rite of Baptism and be able to discuss elements of the Celebration of Mass about gathering as the Family of God.

Less able children will know that Baptism celebrates Belonging to God's Family. Be able to name some Baptismal symbols. Recognise that the Mass is an important celebration when God's Family gather together.

More able children will know and understand that through, Baptism people are called by name to become part of God's Family, the Church. They will be able to interpret and explain more fully the meaning of the Baptismal Symbols. They will be able to sequence the Introductory Rites of the Mass and explain some reasons why this is an important time for God's Family to gather together.

Prayer

Most children will know that Jesus valued his relationship with God his Father in prayer. They will understand that people can pray in different ways and will be able to talk about different styles of prayer and some symbols used to help people to pray.

Less able children will know that prayer is important to the life of a Christian and will be able to identify some styles of prayer.

More able children will have a greater understanding of the meaning of some gestures and actions associated with prayer. They will be able to talk about why moments of prayerful reflection are important and how through prayer Christians follow the example of Jesus who prayed to God his Father.

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Foundation Subjects

Geography

Children will be learning about the counties of the United Kingdom as they explore the human and physical geography of the United Kingdom. They will:
• Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
• Use a range of maps, atlases, images, globes and digital mapping.
• Locate counties and cities of the UK, identifying human and physical characteristics, land use and land-use patterns
• Use compass directions and give compass directions to build knowledge of the UK and the wider world.
• Name and locate key topographical features (including hills, mountains, coasts and rivers).

Art and Design Technology

Remembrance Art
Children will create a piece of art related to the theme of Remembrance.

- Learning: I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.
- Learning: I can experiment with different materials to create a range of effects and use these techniques in the completed piece of work.
- Learning: I can say what I like or dislike about my work.
- Techniques: I can use shading using different media.

Design Technology
In cooking and nutrition children will: talk about different food groups and name food from each group, understand that food has to be grown, farmed, or caught in Europe and the wider world and use a variety of ingredients and techniques to prepare and combine ingredients safely.

Physical Education

Football
Through playing football children will acquire and develop the following skills:

- Run at speed over distance
- Vary skills, actions and ideas and link these in different ways to suit different activities.
- Vary his/her response to tactics, strategies and sequences used.

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

- Jump into the pool and submerge briefly.
- Sink, push away from the wall and glide under water.

Music

Children will be learning with our music provider 'The Musical Toad'

- 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.

Computing

Coding
Children will:

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

E-safety
E-safety will be taught across the year.

- Use technology safely and respectfully, keeping personal information private.
- Use technology safely and recognise acceptable and unacceptable behaviour

French

Greetings, 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.
- Recognise some familiar words and phrases in written form.
- Learn and remember new words.
- Write some simple words from memory.

Science

Animals: Movement & Nutrition
Children will begin to develop an understanding to the functions of the skeleton. Children will:

- The skeleton in humans and some animals is used for movement, protection and support.
- The muscular system in humans and some animals works with the skeleton for movement.
- Animals, including humans, need the right types and amount of nutrition.
- There are nutrient groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) with their own functions in the body.
- A balanced diet should include all nutrient groups.