Y3– Spring 2 – Option for the Poor and Vulnerable

Does God's creation cause harm?

Building The Kingdom through Catholic Social Teaching

Option for the poor and vulnerable

Put the needs of the poor and the most vulnerable first. As divisions between the rich and the poor increase, Matthew 25 31-46 calls on us to act and stand up for those who are without. "The bread which you do not use is the bread of the hungry; the garment hanging in your wardrobe is the garment of the one who is naked; the shoes that you do not wear are the shoes of the one who is barefoot. The acts of charity that you do not perform are so many injustices that you commit." (St Basil the Great)







Preferential Option for the Poor

What does Scripture say?

Exodus 22:20-26 - You shall not oppress the poor or vulnerable. God will hear their cry.

Job 34:20-28 - The Lord hears the cry of the poor.

Proverbs 31:8-9 - Speak out in defence of the poor

Intent

Children in Year three will learn that throughout the world others do not have a readily accessible food and water source as they explore the thought that "The world has enough for everyone's need, but not everyone's greed" (Mahatma Gandhi).

As we delve deeper into our big question "Does God's creation cause harm?" we will work around the theme of Option for the Poor and Vulnerable and what we can do to ensure that those who are most vulnerable in our local and wider world are also receiving their needs. Pope St John XXIII said that "Whereas the standard of living is high [for some], [others] are subject to extreme poverty". Children will reflect upon what they have been blessed with in their lives and what they can do to help raise awareness for helping those who have little, the most vulnerable in our society.

Impact

Children will have opportunity to build on their prior geographical skills (locational knowledge) of our Year three geography question from the autumn term to extend their geographical knowledge to beyond the UK.

Children will learn about natural disasters and will explore how they physically occur. Children will learn about the aftereffects and challenges humans have to deal with in our world. We will explore how vulnerable people are effected by natural disasters and how things might be different for them if they had the access to the resources they should be entitled to.

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Literacy

Pathways to Write

The Silence Seeker

Ben Morley

Outcome: Fiction

Writing outcome:
Rewrite the story '*The Silence Seeker*' using the 3rd person, including details of the setting and some dialogue.

Greater depth writing outcome:
Write the story in the 1st person from the point of view of the asylum seeker.

***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 some inverted commas to punctuate direct speech • Use conjunctions, adverbs and prepositions to express time, place and cause • Create characters, settings and plot in narrative • Group related ideas into paragraphs	• **Form nouns with a range of prefixes** • **Use present and past tenses correctly and consistently including the progressive and present perfect forms** • **Build a varied and rich vocabulary** • **Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)**	• Use small details to describe characters • Include a setting to create atmosphere • Write a sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd or 1st person consistently • Use tenses appropriately

Mathematics

Fractions A

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7
- Subtract fractions with the same denominator within one whole e.g. 6/7 - 1/7 = 5/7
- Compare and order unit fractions, and fractions with the same denominators.
- Solve fraction problems.
- Record 1/10 as 0.1 an, 3/10 as 0.3 etc.

Mass and Capacity

- Use scales
- Measure mass in grams and kilograms
- Measure capacity in millilitres and litres
- Equivalent capacity and volume
- Compare capacity and volume

Time

* Roman numerals
* Tell the time to 5 mins and 1 min
* Read time on a digital clock
* Use am and pm.
* Units of time
* Problem solving

Religious Education

We listen to God's word at Mass

Most children will know and understand the importance of listening. They will know the structure of the Liturgy of the Word at Mass and will be able to discuss and write about why it is important that Christians listen to the Word of God.

Less able children will know that at the celebration of Mass we listen to readings from the Bible. They will be able to name and recall some of these stories.

More able children will have a greater understanding of the consequences of listening or not listening. They will know and understand that the Word of God guides the life of the Christian people and they will be able to give examples of what the Bible teaches about God and how Christians should live.

Lent

Most children will know and understand that the Season of Lent is a time when Christians try to change to be more like Christ. They will know some stories about Christ bringing change to the lives of people who were sick and in need.

Less able children will know that Lent is an important Season in the Church year. Know some stories about Jesus helping people in need.

More able children will know the effects of the change Jesus brought to the lives of people who were sick. They will be able to recognise ways in which people who follow Christ might want to change during Lent.

Holy Week

Most children will know that Holy Week celebrates the last week of the life of Jesus here on earth. They will understand that the events of Palm Sunday and the Last Supper tell us about who Jesus is. They will be able to make some links between the Passover, the Last Supper and the celebration of Mass.

Less able children will know the story of Palm Sunday and some reasons why Jesus was special to the crowd. They will be able to retell the story of the Last Supper and recognise a link with the celebration of Mass.

More able children will understand that Jesus was preparing in Holy Week to die for others. Recognise in the Last Supper Jesus' sacrifice of his life. Appreciate that the different names for the celebration of Mass describe the reality being celebrated.

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Science—Light & Shadows

Pupils who are **secure** will be able to:

- ✓ Recall examples of light sources, objects that do not give out light and that darkness is the absence of light.
- ✓ Describe ways to protect eyes from harm.
- ✓ Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image.
- ✓ Describe how shadows form and identify patterns between groups of materials and the shadows produced.
- ✓ Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow
- ✓ Describe the pattern of changing shadows throughout the day.
- ✓ Describe how the light source's distance affects the shadow's size.
- ✓ Explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it.

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

- ✓ Recall what information needs recording to decide the number of columns in a results table and suggest suitable headings for the results table.
- ✓ Record information in the correct columns.
- ✓ Identify if a question is testable, explain why and plan ways to answer a testable question.
- ✓ Identify and explain why something is an advantage or disadvantage of a method and suggest an improvement to the experiment.
- ✓ I can describe patterns in data and quote values as evidence of patterns in data.
- ✓ I can identify odd results that do not fit the pattern.
- ✓ I can use patterns to make predictions for missing data.

Music—Creating compositions (Mountains)

Pupils who are **secure** will be able to:

- ✓ Verbalise how the music makes them feel.
- ✓ Create actions or movements appropriate to each section of a piece of music.
- ✓ Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- ✓ Play melodies and rhythms which represent the section of animation they are accompanying.

Computing

E-Safety—Project Evolve

- Online Relationships
- I can describe ways people who have similar likes and interests can get together online.

Computing Life Skills

- Learn how to use Microsoft PowerPoint to create simple presentations and PPP.

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Geography—Who lives in Antarctica?

- ✔ Describe lines of latitude and longitude, giving an example.
- ✔ Understand that the Northern and Southern Hemispheres have seasons at different times.
- ✔ Define climate zones, giving an example.
- ✔ Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains.
- ✔ Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there.
- ✔ Describe the equipment and clothing researchers use in Antarctica.
- ✔ State the outcome of Shackleton's expedition.
- ✔ Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them.
- ✔ Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map.
- ✔ Describe a similarity and a difference between life in the UK and life in Antarctica.
- ✔ Draw a map of the route taken on an expedition.
- ✔ State one thing that went well on the expedition and one aspect that did not go as hoped.

Physical Education

Basketball

The children will learn to pass, receive and travel with the ball using a variety of techniques. They will develop their understanding of attacking and defending principles and will learn skills such as marking and dodging.

Outdoor Adventurous Activities

Children will build upon their teamwork skills which will enable them to achieve goals. Children will understand verbal and non-verbal methods of communication during team activities. The children will have to follow multi-step activities and think of what strategies they can use to help them. Using directional language to help navigate others will also be explored in the sequence of learning.

DT—Constructing a Castle

- Pupils who are **secure** will be able to:
  - ✔ Draw and label a simple castle that includes the most common features.
  - ✔ Recognise that a castle is made up of multiple 3D shapes.
  - ✔ Design a castle with key features which satisfy a given purpose.
  - ✔ Score or cut along lines on the net of a 2D shape.
  - ✔ Use glue to securely assemble geometric shapes.
  - ✔ Utilise skills to build a complex structure from simple geometric shapes.
  - ✔ Evaluate their work by answering simple questions.

RSHE

Life Cycles

Returning to the story of Jairus' daughter from Unit 1, Unit 4 – Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. Death and life after death is further discussed, alongside the complexities of grief where children will consider ways to support themselves and others.

Personal Relationships

Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

Life Online

Life Online incorporates some of the excellent NSPCC Share Aware resources, with children learning how quickly things can be shared around the world online. Focus is also given to online chatting and cyberbullying, and how to report and get help if children encounter inappropriate messages or material.

French

Children will continue learning about the classroom and will begin the new topic of 'My pets.' The children will focus on the following skills:

- Show that they recognise words and phrases heard by responding appropriately.
- Use simple adjectives such as colours and sizes to describe things orally.
- Learn and remember new words encountered in reading.
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.