Y3– Spring 1– Dignity of the Human Person & Solidarity and the Common Good

Who are we called to be?

Building The Kingdom through Catholic Social Teaching

Dignity of The Human Person

Each one of us is created in the image and likeness of God. We have failed to love if we have caused human suffering or if we have been indifferent to human suffering. In Luke 10:25-37, Jesus calls us to love our neighbour whoever they might be, this reflection calls us to serve and practise this.

Solidarity & The Common Good

By coming together in hope as individuals, families, communities, organisations and nations, we can achieve transformative change for the common good. Together, we can expose the fault lines that drive poverty - vulnerability, inequality, injustice, exclusion -and that harm the environment, opening them to change. When we unite and make a stand for what we believe in, we can achieve remarkable things.









What does Scripture say?

Genesis 1: 26-31– God created all people in his image.

Luke 10:25-37– The Good Samaritan recognised a brother.

Intent

… it is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" (Pope Francis).

Through the delivery of this unit, it is our vision that children will come to understand their role in welcoming the stranger, just as Christ welcomes us. They will understand we are responsible for all people, wherever they may be in the world because it is our duty to ensure that people have their right to life, free from indignity and suffering.

Impact

Children will have opportunity to build on their prior historical learning of Y2 (changes in living memory) to extend their historical knowledge to develop a chronologically secure knowledge and understanding of British History. Children will note connections, contrasts and trends over time and develop the appropriate use of historical terms.

By the end of this topic children will know where some of the first people came from and how they settled into the land. They will explore why people travelled around the world to find new settlements and how they made use of the land for living and farming. Children will also make use of a variety of historical sources to investigate how we can learn about history through pictures, reports, maps and artefacts.

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Literacy

Pathways to Write

Stone Age Boy by Satoshi Kitamura

Outcome: Fiction - Historical narrative

Writing outcome:
Write the story from the point of view of the boy

Greater depth writing outcome:
Write from the point of view of Om or one of her family members

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 a range of co-ordinating and subordinating conjunctions • Create characters, settings and plot in narrative	• **Form nouns with a range of prefixes** • **Use present and past tenses correctly and consistently including progressive and present perfect forms** • **Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)** • **Build a varied and rich vocabulary**	• 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 • Add historical detail to characters, setting and events

Mathematics

Multiplication and Division (B)

- 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.

Perimeter

- Measure the perimeter of simple 2D shapes.

Fractions

- Understand denominators
- Compare & order fractions
- Equivalent fractions

Religious Education

Reconciliation (continued)

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.

Christmas

Most children will know the story of the shepherds and how they reacted to the news of Christ's birth. They will be able to empathise with the feelings and reactions of the shepherds at this event. Know that the Crib is an important symbol of prayer and devotion.

Less able children will recall elements of the story of the shepherds and understand that the Crib reminds us of the Birth of Christ in Bethlehem.

More able children will know and be able to explain in detail the reactions of the shepherds to the news of Christ's birth. They will be able to discuss and remember the titles given to Jesus by the Angels. The children will also be able to explain in some depth why the Crib is an important reminder of the birth of Christ.

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History

Why did the Romans invade and settle in Britain?

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

- ✓ Explain what was important to people in Ancient Rome.
- ✓ Explain the meaning of the words 'empire', 'invasion' and 'settlement'.
- ✓ Analyse the different reasons for the Roman invasion of Britain.
- ✓ Explain how the Celts responded to the Roman invasion.
- ✓ Explain how the Roman army's structure, discipline and equipment made it so successful.
- ✓ Use artefacts to make deductions about the lives of Roman soldiers in Britain.
- ✓ Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Science

Rocks & Soils

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

- ✓ Define the term **rock**.
- ✓ Describe the appearance of different rocks, identifying both crystals and grains.
- ✓ Group rocks by their absorbency, hardness and reaction to acid rain (vinegar).
- ✓ List the different factors that break down rocks.
- ✓ Describe fossil formation and identify fossils in rocks.
- ✓ Describe the work of a palaeontologist.
- ✓ Name, describe and compare some different categories of soil.
- ✓ List some of the benefits of earthworms to the soil.
- ✓ Identify and describe the comparative size and weight of the layers in a sedimentation jar.

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

- ✓ Use a magnifying glass correctly to observe the appearance of a rock in detail.
- ✓ Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and predict how a rock will be affected by the weather.
- ✓ Research and present information on fossil formation using a single source.
- ✓ Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.
- ✓ Draw and label the bars on a bar chart.
- ✓ Accurately draw and label the layers of sediment in a sedimentation jar.

Art

Abstract Shape and Space

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

- ✓ Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.
- ✓ Make a structure that holds its 3D shape.
- ✓ Explain in simple terms the difference between 2D and 3D art.
- ✓ Combine shapes together to make an interesting free-standing sculpture.
- ✓ Try out more than one way to create joins between shapes.
- ✓ Identify familiar 2D shapes in photographs.
- ✓ Identify shapes in the negative space between objects.
- ✓ Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
- ✓ Plan an abstract sculpture based on play equipment.
- ✓ Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).
- ✓ Choose appropriate methods for joining elements in their sculptures.
- ✓ Show that they have thought about how to improve their sculptures and made choices about what to add.
- ✓ Work cooperatively in pairs to add detail to their artwork.

RSHE

Emotional Well-being

Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

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.

Physical Education

Dance

Children will use their artistic, creative and choreographic skills to create movement. They will focus on the following skills:

- Vary skills, actions and ideas and link these in different ways.
- Compare and contrast their performance with others.

Swimming

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

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

French

Children will exploring classrooms in French this half term. The children will develop and build upon the following skills:

- Recognise words and phrases heard by responding appropriately.
- Use mostly accurate pronunciation and speak clearly when addressing an audience.
- Use simple adjectives such as colours and sizes to describe things orally.
- Learn and remember new words encountered in reading.
- Recognise the main word classes e.g. nouns, adjectives and verbs.