Y3– Summer 2 – Rights and Responsibilities

Is a culture of care possible?

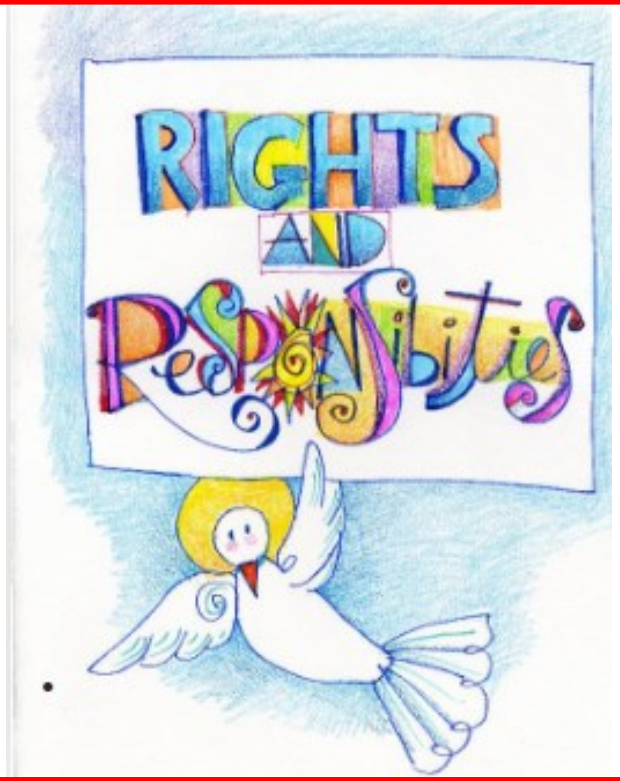
Building The Kingdom through Catholic Social Teaching

Rights and Responsibilities

Every human being regardless of background or circumstances has equal rights as a person.

With our human rights come great responsibilities for us and for one another. All people have the right to a fair share of the world's resources so that their basic needs can be met.

With these natural rights come the responsibility to respect the rights



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 of work, children will develop an understanding of how rights and responsibilities have developed over time through studying local history. The children will also explore the rights and responsibilities workers had during the Industrial Revolution and how this has impacted society today.

Impact

Children in Year 3 will explore the history of their local community (The Black Country). As they reflect upon The Black Country they will explore the rights and responsibilities people had during the Industrial Revolution. Children will compare this to the roles and responsibilities people have in our local community in the present day. Children will be able to explain the importance of working together in the local community and the benefit this should have for all. 'Seek the welfare of the city, for in its welfare you will find your welfare.' Jeremiah 29:4-7. Through their historical enquiry, Year 3 will continue to develop a chronologically secure knowledge of local history establishing clear narratives. Children will develop an understanding that people worked together for 'the overall welfare of society and the development of a variety of intermediate groups' (Laudato Si).



What does Scripture say?

Leviticus 25:35– When someone is reduced to poverty, we have an obligation to help

2 Corinthians 9:6-15 – God's gifts are given to be shared

Matthew 25: 31-46 – Just as you did it to the least of these, you did it to me

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Literacy

Pathways 2 Write—Journey (Aaron Becker)

Oracy

- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

Reading comprehension

- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied

Writing composition

- Plan writing by discussing the structure, vocabulary and grammar of similar writing
- Compose and rehearse sentences orally
- Build a varied and rich vocabulary
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Propose changes to grammar and vocabulary to improve consistency

Mathematics

Money

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Shape

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.
- Identify right angles and identify whether other angles are greater or less than a right angle.
- Recognise that two right angles make a half turn, three make three quarters of a turn and for a complete turn.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Religious Education

Pentecost

Children will learn about the gift of the Holy Spirit and the change it brought to the lives of the apostles. They will think about the presence of the Holy Spirit in the sacraments the Church celebrates. Children will also be able to ask questions and explain why the Apostles were in need of the gift of the Holy Spirit. They will understand that it is the presence and power of the Holy Spirit that transforms the gifts of bread and wine into the Body and Blood of Christ.

The Eucharist is a Thanksgiving to God (Sacramental unit)

The children will continue preparing to receive the sacrament of First Holy Communion and receive the sacrament this half term. Children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians. Children will be able to sequence the Liturgy of the Eucharist and discuss the different words and actions associated with this part of the Mass. They will understand that this is a celebration of thanksgiving for the death and resurrection of Christ who is present in the form of bread and wine.

Prayer

This unit involves the children learning about the prayer life of Jesus. They will reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

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History (EBL)

Children will explore local history through studying the history of The Black Country in depth. The children will develop the following historical skills:

- Present findings and communicate knowledge and understanding in different ways.
- Make comparisons between aspects of periods of history and the present day.
- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Use a variety of resources to find out about aspects of life in the past.
- Use an increasing range of common words and phrases relating to the passing of time.

Design Technology

Nutrition
As part of their sacramental preparation the children will prepare unleavened bread. They will use a variety of ingredients and techniques to prepare and combine ingredients safely whilst talking about different food groups.
Processes
As part of DT week children will design and create a finger puppet for a target audience.

Computing

Networks and Coding
Children will continue to learn that computer networks enable the sharing of data and information. Understand that the intent is a large network of computers and that information can be shared between computers. As part of coding they will use logical reasoning to explain how some simple algorithms work.

Science

Forces and Magnets
Pupils will be taught to:

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act a distance.
- Observe how magnets can attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

RSHE

Keeping Safe
Keeping Safe features teaching on physical, emotional and sexual abuse through a series of animated stories. The animated expert Dr Datfa helps children to also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. Children will explore in more detail what to do in emergency situations.

Religious understanding
Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.

Living in the Wider World
Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.

Physical Education

Tennis
During this unit of work children will develop fundamental skills required for tennis. Children will take part in a range of footwork drills and learn the basic grip for holding a tennis racket. They will learn how to control the ball using a racket, such as balancing and bouncing it, before moving on to learning the basic technique for a forehand and backhand hit. Offensively, they will learn how to accurately hit or throw an object to create space. Defensively, they will learn how positioning is fundamental in net and wall-based games and know where to best position themselves to be able to return the ball. Children will play competitive tennis games at the end of the unit allowing them to apply their skills to a game.

Cricket
The children will learn the fundamental skills of both batting and bowling, developing their ability to hit and strike a ball towards different areas of a cricket ground, as well as learning the technique for bowling overarm from a standing position. Children will develop their fielding skills by learning how to catch balls travelling along different trajectories or pathways and will be introduced to the different ways of stopping a ball travelling along the ground. Throughout the unit, a lot of the language and terminology used in cricket is introduced and explained. This set of lessons culminates with the children using and showcasing their skills in a competitive match of Kwik Cricket.

French

Children will continue the topic of 'My Pets' and also consolidate learning of 'My Family'. The children will focus on the following skills:

- Use a word bank to write simple sentences.
- Begin to understand masculine and feminine nouns.
- Speak clearly and copy pronunciation of new words mostly accurately.
- Ask and answer simple questions about personal information.