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,









What does Scripture say?

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

Luke 10:25-37– The Good Samaritan rec-

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 en-

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

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Literacy

Literacy & Language

Through Literacy and Language, children will explore a range of writing genres with this terms CST theme at the forefront of their mind.

- **Fiction:** Poetry
- **Non fiction:** Explanation texts

Guided Reading

Children will completing additional reading comprehension everyday (Bug Club) to support their VIPERS skills.

SPaG

- Powerful Verbs
- Compound nouns
- Subordinating conjunctions
- Inverted commas

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– Sacramental Preparation

Children will recognise the freedom human beings have to make choices. They will understand the difference between a good and a bad choice and the consequences these bring. They will explore the teachings of Jesus about the forgiveness of sin when wrong choices have been made. Children will reflect upon ways in which receiving and giving forgiveness are important in life. They will understand that the Sacrament of Rec-

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History (EBL)

Children will explore the changes in Britain from the Stone Age to the Iron Age by:

- Use an increasing range of common words and phrases relating to the passing of time.
- Describe changes in Britain from the Stone Age to the Iron Age.
- Note connections, contrasts and trends over time and show developing appropriate use of historical terms.
- Develop a chronologically secure knowledge and understanding of British History.

Design & Technology

Children will create a shell structure linked to our History topic by:

- Recognising what a shell structure is
- Identifying how structures can be reinforced and strengthened.
- Create simple 3D shell structures from 2D nets.
- Design, make and evaluate a shell structure.

Science

Animals including Humans

Pupils will be taught to:

- Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for

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.

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.