Y3 Autumn 2 – 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







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

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

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 commu-

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Does it matter where we come from? – Core Subjects

Literacy

Pathways to Write

Winter's Child by Angela McAllister

Writing outcome:
To write a fantasy story based on a fable

Greater depth writing outcome:
To write from a different point of view

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 noun phrases and prepositions to add detail • Group related ideas into paragraphs	• **Use conjunctions and adverbs to express, time, place and cause** • **Use a or an according to whether the next word begins with a vowel or consonant** • **In narratives, create characters, settings and plot** • **Use inverted commas to punctuate direct speech**	• Use small details to describe characters • Establish the setting in the first line • Include a setting to create atmosphere • Use imagery for description • Use 1st or 3rd person consistently • Use tenses appropriately • Sequence story and use paragraphs

Mathematics

Addition & Subtraction

- Subtract across 10 and 100
- Adding and subtracting – no exchange, exchange
- Adding and subtracting – 2 and 3 digit numbers

Multiplication & Division A

- Multiples of 2, 5 and 10
- Arrays, sharing and grouping
- 3, 4, 8 times tables – multiplying and dividing

Geography – Why Do People Live Near Volcanoes?

- ✓ Name all four layers of the Earth in the correct order, stating one fact about each layer.
- ✓ Explain one or more ways a mountain can be formed.
- ✓ Give a correct example of a mountain range and its continent.
- ✓ Describe a tectonic plate and know that mountains occur along plate boundaries.
- ✓ Correctly label the features of shield and composite volcanoes and explain how they form.
- ✓ Name three ways in which volcanoes can be classified.
- ✓ Describe how volcanoes form at tectonic plate boundaries.
- ✓ Explain a mix of negative and positive consequences of living near a volcano.
- ✓ State whether they would or would not want to live near a volcano.
- ✓ State that an earthquake is caused when two plate boundaries move and shake the ground.
- ✓ Explain that earthquakes happen along plate boundaries.
- ✓ List some negative effects that an earthquake can have on a community.
- ✓ Observe, digitally record and map different rocks using a symbol on a map.
- ✓ Identify rock types and their origins based on collected data.

RE – Discerning Disciples – Branch 2 – Prophecy & Promise

- Christians believe that Sunday is a special, holy day because it is the day Jesus rises from the dead.
- Christians link God's rest to Sunday, using it as a day to worship at church, pray, rest, and spend time helping others.
- Catholics celebrate Mass to worship God and remember what He has done for us by gathering, singing, saying sorry, listening to the Bible, and learning from the priest.
- At the altar, bread and wine are offered to God, and Catholics believe they become the Body and Blood of Jesus, called the Eucharist.
- Catholics listen to readings from the Bible, including the Old Testament, letters from the Apostles, and the Gospel, to hear God's message.
- The people respond with prayers like 'Thanks be to God' and show respect by standing or making the Sign of the Cross on their forehead, lips, and heart before the Gospel.
- The priest explains the readings in a homily so Catholics can understand God's message and think about how to live it in their daily lives.
- In Matthew's Gospel, an angel visits Joseph in a dream to tell him to take Mary and Jesus to Egypt to keep them safe from King Herod.
- In Luke's Gospel, the Angel Gabriel visits Mary to announce that she will have a special baby, Jesus, and angels later tell the shepherds about His birth.
- Joseph trusts God by taking Mary as his wife, even though the news is surprising and unusual.
- In the Old Testament, Isaiah says that God will send a special baby called Immanuel, which means 'God with us.'
- In the New Testament, the Angel Gabriel tells Mary that her baby will be called Jesus and that He is the Son of God, just as Isaiah had prophesised.

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Does it matter where we come from? – Foundation Subjects

Science

Physics – Forces & Magnets

- ✓ Examples of contact and non-contact forces.
- ✓ Some forces are a result of contact between two surfaces but some forces can act at a distance (e.g. magnetism).
- ✓ Magnets have a north and south pole.
- ✓ Some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each other.
- ✓ Some different examples of magnets, including bar, horseshoe, button and ring.
- ✓ Some uses of magnets.
- ✓ Friction is a contact force that acts between two surfaces to slow an object down.
- ✓ Magnetism is a non-contact force that affects objects containing magnetic metal.
- ✓ The opposite poles of a magnet attract one another and like poles repel one another.
- ✓ Rougher surfaces have more friction between them than smoother surfaces.
- ✓ The strength of different magnets may vary.

Design & Technology

Cooking & Nutrition – Eating Seasonally

- ✓ Explain that fruits and vegetables grow in different countries based on their climates and identify which grow where.
- ✓ Understand that seasonal fruits and vegetables grow in a given season and that eating them in season positively affects the environment.
- ✓ Identify which foods grow in which season and find recipes that contain seasonal foods.
- ✓ Know that importing food impacts the environment.
- ✓ Identify the equipment used to prepare food and explain why food needs to be prepared safely.
- ✓ Describe the taste of various fruits and vegetables and identify flavours.
- ✓ Design a seasonal dish and describe the ingredients' nutritional benefits.
- ✓ Evaluate the dishes and give and receive feedback to identify strengths.

Physical Education

Gymnastics

- Structure a sequence of actions and skills in different orders to improve performance.
- Climb a set of wall bars.
- Balance

Swimming

Children will continue their swimming lessons developing their skills:

- Enter and exit the water safely
- Using floats and aids where needed.
- Using a range of techniques – front crawl, backstroke, breaststroke, butterfly
- Treading water

Music

Children will be continuing their Ukulele lessons with Mr Shepherd, the 'Musical Toad'.

- Learning how to play a 4 chords and notes.
- Singing a range of songs.
- Performing in front of an audience.

RSHE

Me, My Body, My Health

Children will learn to celebrate similarities and differences and to appreciate and look after their bodies as gifts from God.

Computing

Online Safety – Online Reputation

- Explore how to search information about others online.
- Understand the need for caution when sharing personal information online.

French

Greetings with puppets

- ✓ Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.
- ✓ Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.
- ✓ Link actions or pictures to the new language, both in spoken and written form.
- ✓ Imitate the pronunciation of sounds.
- ✓ Take turns to speak and use appropriate intonation.