



# Year 3: How can we share God's world with everyone?



## Impact

### By the end of this unit children will...

By the end of this unit, the children will have explored the country of the United Kingdom and its various landscapes. They will be looking at our many natural resources and how these are used and distributed within the UK and how they are shared with the rest of the world.

Through the Science unit of work, they will learn how plants grow as well as how they are cultivated and produced for us to eat. The children will then consider how some of our food is distributed around the world as well as looking at the different foods that we receive from other countries.

The children will also be thinking about how we access different parts of the world and we share God's world with everyone.

## 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 sharing what they have with others, just as Christ shared his life with us. They will understand we are responsible for all people, wherever they may be in the world and that we have a duty to ensure that God's world is shared with everyone.

## Building the Kingdom

**Big Question: How can we share God's world with everyone?**

Further questions to explore:

How can we share what we have in England to help countries in need?

What resources do we have in England?

Should other countries share with us?

Should some have more than others?

## Catholic Social Teaching

**Dignity of Work and the Rights of Workers**

**Focus: Vocations Week**

Everybody's work is valuable and important for the community.

Working together to build up our school family.

Finding my special job - my gift to the world.

Working hard to be the best you can be for others.

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### Religious Education

### Maths

#### Easter

Children will explore the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. They will realise how the Apostles became aware of the presence of the Risen Christ in these events.

#### Pentecost

The children 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.

#### Fractions

- Add and subtract fractions
- Partition the whole
- Unit and non-unit fractions of a set of objects
- Reasoning with fraction of an amount

#### Money

- Pounds and pence
- Convert pounds and pence
- Add and subtract money
- Find change

### English

### Science

#### English

A new version of a traditional tale.

Children will be writing a new version of the story 'Robin Hood'.

- Using their senses to describe
- Use correctly punctuated direct speech
- Use personification, similes, powerful verbs, expanded noun phrases to describe
- Use a variety of fronted adverbials

#### Poetry

Children will research different poets, give personal responses to poetry and recite familiar poems by heart.

#### Plants

During this topic the children will:

- Identify and describe the functions of different parts of flowering plants.
- Explore the requirements of plants for life and growth.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of plants.

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## History and Geography

### Geography-

Children will be learning about the UK.

- locate the countries that make up the UK on a map;
- name the capital cities of the countries of the UK;
- label the key cities in the UK on a map;
- name the seas surrounding the UK;
- name some of the UK's main rivers;
- find the names of seas on a map;

## Art and Design and Design Technology

### Art

The children will be critiquing British art work and recreating their own pieces.

They will:

- Draw illustrations.
- Make a portrait.
- Paint with colour.

## Computing

### Desktop publishing

During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. The children will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software.

## French

The children will be learning the names for different types of transport in French, they will aim to use correct pronunciation when referring to transport and different ways of travelling. They will also be learning how to describe their journeys in French.

## Physical Education

### Striking and Fielding

The children will adapt the skills they previously learnt to help them to catch and throw as well as to strike a ball with a bat.

### Dance

The children will focus on developing their interpretative dance skills, taking inspiration from different features of rainforests. The skills are taught in an engaging and motivational manner, with children representing different rainforest layers, animals of the rainforest, weather patterns and the consequences of deforestation through their dance.

## PHSE

### Created and Loved by God

Explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships and living in the wider community.