



OUR PLACE IN THE WORLD: Identity and Community

Focus Overview

YEAR 3: Life of a child



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

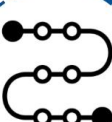
A Wonderful World:
Appreciating God's Creations



Peace and Conflict: Respect for all Individuals



A Moment in Time:
Learning from the Past for Our Future



We are Engineers:
Embracing Technology to Solve problems



Nurturing Nature:
Engaging and Taking Responsibility



Our Place in the World: Identity and Community



Our Place in the World: Identity and Community Year 3 – The life of a child



Through this theme, children in Year 3 will be investigating how the lives of children have changed in modern history. They will use primary and secondary sources to learn about how our lives today are so different- and how fortunate they are today. This theme gives children the opportunity to think about their lives- as part of a local community as well as part of the global community- and compare that to the lives of others. In **History**, children will investigate how the lives of their family members at 8 years old, was similar or different to their own. They will learn about significant periods that affected the lives of children in recent history, including children's rights, education and home life. This links to our **Catholic Social Teaching** theme this half term- see below. In **Science**, children will be focusing on nutrition and exercise, thinking about food groups, what keeps us healthy and how we can maintain this. In **English**, we will be learning about Fables with children eventually planning and writing their own fable, with a special message (moral) hidden within. In **Computing**, children will continue our Animation unit using Scratch and will finally design and make their own animation, using all of the skills we have learnt so far. In **RE**, we will be exploring the Hindu religion; learning about places of worship, customs, symbols of prayer and traditions. In **Art**, children will use clay to create diya lamps with a rangoli design. In **Geography**, we will compare rural and urban areas by using fieldwork to analyse their human and physical features.

Theme Impact

Children will have more awareness of how fortunate they are right now and will have more of an understanding of how and why changes were made to the lives of children in recent history.

Catholic Social Teaching

Peace

It is essential that children have the chance to learn the importance of peace within our world, and how we can be true followers of Christ by following this important message. At a time when the world can seem quite overwhelming, we need to remember how peace can be spread through our words and actions. This will be enhanced through work on the virtues **Intentional and Prophetic**; intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

History

Nation Curriculum Objectives

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

Knowledge and Skills Progression

K3: The life of a child through modern history

U1: Recall some facts about people/events before living memory

U2: Use evidence to describe everyday life in a studied period. Including; clothes, way of life, actions, culture and leisure activities from the past.

U4: Begin to describe how historical events studied affect/influence life today.

E1: identify and give reasons for different ways in which the past is represented

E2: Use documents, printed sources (e.g. archive materials), pictures, photographs, music as evidence about the past.

E3: Investigate artefacts, historic buildings, visits to museums and galleries and visits to sites to learn more about the past.

E4: make comparisons from then to now

I1: Begin to explore the idea that there are different accounts of history.

I2: Extract information from a variety of sources, including: books, videos, photographs, pictures and artefacts

I3: Begin to understand the terms primary and secondary sources.

C2: Interpret sources to describe things that happened to other people in the past.

C3: Chronologically order a set of objects and pictures- and explain how they know.

C4: Use a timeline to place historical events in chronological order.

C5: Use vocabulary to help them to talk about the past including specific vocabulary from the period.

O2: Demonstrate understanding of historical event/people through drama, role play and different genres of writing.

O3: Communicate ideas about the past using lists, pictures and mind maps, including using ICT.

O4: label and annotate pictures and photos to show understanding

Geography

Nation Curriculum Objectives

- Name and locate the UK's main cities, identifying their human and physical features.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Describe and understand key aspects of:

- **physical geography, including:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- **human geography, including:** settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Knowledge and Skills Progression

GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

GSF2: Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and countries studied in depth.

GSF3: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

LK1: Locate the world's main countries, noting some of their key physical and human characteristics, countries, and be aware of some major cities

LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time

LK3: Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.

LK4: Compare 2 different regions in UK rural/urban.

PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

HPG1: Physical geography, including: rivers, volcanoes and earthquakes, and the water cycle and extreme weather events

HPG2: Human geography, including: types of settlement, population, employment and land use.

PSHE

Rights and responsibilities

Application

As the unit comes to an end, we will take some time to reflect on this year and put together a time capsule- the life of a child in 2021.

Wider Curriculum Opportunities

Writing

In **English**, we will be learning about Fables with children eventually planning and writing their own fable, with a special message (moral) hidden within

Reading

Poetry and Non-Fiction texts

Computing

In **Computing**, children will continue our Animation unit using Scratch and will finally design and make their own animation, using all of the skills we have learnt so far. Children will also learn about identity and safety online.

Enrichment

Fieldwork – Children will visit a rural and an urban area. During their visit, children will complete similar tasks which will help them compare the two different types of areas. Children will learn about geographical similarities and differences by recording their human and physical features.

Home Learning

Evaluation Notes

Stand-alone objectives to be covered this term

Science- animals including humans
National Curriculum Objectives
<ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food • identify that humans and some other animals have skeletons and muscles for support, protection and movement • animals get nutrition from what they eat
Knowledge and Skills Progression
<ul style="list-style-type: none"> • Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat • Research different food groups and how they keep us healthy and design meals based on what they find out • Identify and group animals with and without skeletons and observe and compare their movement • Explore ideas about what would happen if humans did not have skeletons <p>Working Scientifically E1: asking relevant questions and using different types of scientific enquiries to answer them E2: setting up simple practical enquiries, comparative and fair tests E3: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers E4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions E5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables E6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions E7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions E8: identifying differences, similarities or changes related to simple scientific ideas and processes E9: using straightforward scientific evidence to answer questions or to support their findings.</p>
Art
National Curriculum Objectives
<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <p>Develop and share ideas in a sketchbook and in finished products.</p> <p>Improve mastery of techniques including drawing, painting and sculpture</p>
Knowledge and Skills Progression
<p>E1 create sketch books to record their observations and use them to review and revisit ideas. E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work. D1 draw for a sustained period of time D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc. D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements.</p> <p>P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint. P3 use language of and mix primary and secondary colours and use tints and shades.</p> <p>PR1 create printing blocks using relief or impressed method. PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method. PR3 create repeating patterns. PR4 print with two colour overlays 3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects. 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining</p> <p>C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>

PE

National curriculum

Swimming

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Tennis

Recognise when you need to defend

Employ tactics to put pressure opponents

Being aware and able to undertake the demands different positions to support both attack defence

Send and receive a ball with some consistency to keep possession

Sometimes move into space to receive the ball

Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football

Play using basic rules of recognised game e.g. hockey or football

Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball

Work as part of a team to attack towards a goal

Key vocab:

Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork, game play

Music

Jazz

To sing and clap a syncopated rhythm for a ragtime style song

To improvise a call and response

To be able to scat sing using the call and response format

To create a jazz motif

MFL

Core vocabulary – Days of the week

Little Red Riding Hood lessons 1 & 2 (E)

Cooking in the Curriculum

Fruit flapjack