

<p>Year 3 Summer 1</p>	<h1 style="text-align: center;">Our Wonderful World</h1>		<p>Year B</p>	
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p><b>“Be who God meant you to be and you will set the world on fire.”</b></p> <p>Catherine of Sienna</p>		<p>Inspiration Quotes</p> <p>I see trees of green, red roses too. I see them bloom for me and you. And I think to myself what a wonderful world. I see skies of blue and clouds of white. The bright blessed day, the dark sacred night. And I think to myself what a wonderful world</p> <p style="text-align: center;">Louis Armstrong</p>	<p style="text-align: center;">Impact</p>
<p><b><i>At Our Lady of Fatima we strive to help our children understand their impact on the world and the use of all the resources around us.</i></b></p> <p>During this unit children will develop a deeper understanding of how to use resources around use to better care for our wonderful world – looking after God’s creation now and for those in the future</p>			<p><b><i>At the end of the half term children will:</i></b></p> <p><b><i>Have a deeper understanding of the impact which we, as stewards, have on the world which has been lovingly provided for us by God.</i></b></p> <p><b><i>We also know how we can reflect on the example of Jesus and His followers, as we seek to safeguard the world around us.</i></b></p> <p><b><i>We will understand how to lead on sustainability within the local community and the impact of our actions globally</i></b></p>	

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Relate</b> better to our needs and of those around us</p> <p><b>Spending time in nature (playground/forest school)</b></p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>The Creed (Song and Prayer) - One God compared to Many in Ancient Egypt</p>	<p>Stewardship</p> <p>How do we look after our planet?</p> <p>How can we as a school look after our local and school community?</p>	<p>What makes our world so beautiful?</p> <p>Can you think of any places in our world that are beautiful?</p> <p>Have you been to any places in the UK that you think a truly beautiful?</p>

<p align="center"><b>Our Wonderful World</b></p> <p align="center"><b>Links within our Curriculum</b></p>	
<p align="center"><b>Science</b></p>	<p align="center">Plants are a hugely important part of God's beautiful creation, how do they help the world?</p>
<p align="center"><b>Art and DT</b></p>	<p align="center">Looking at natural and man-made features of the United Kingdom. God vs Man-made</p> <p align="center">What do you think is more beautiful? Churches Man-made but for God</p> <p align="center">Study photos of areas of natural beauty in the UK</p>

<p>Year 3 Summer 2</p>	<h1 style="text-align: center;">Food Glorious Food</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p>So whether you eat or drink or whatever you do, do it all for the glory of God.</p> <p>Corinthians</p>		<p>Inspirational Quote</p> <p>The only thing I like better than talking about food is eating"</p> <p>John Walters</p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima we strive to allow children to know and appreciate the bountiful produce which the Earth provides. Knowing how to care for and not waste the natural gifts of the Lord.</i></p> <p><i>Children will have a deeper understanding of the importance of healthy choices, the impact on our lives and how this affects the world around us</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding ... of how food isn't always distributed fairly</i></p> <p><i>The importance of the centrality of Eucharist being</i></p> <p><i>Through our faith and values children will be able to develop Catholic Social Teaching elements through themes / objectives of teaching.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Engage</b> in promoting and actively being Mentally Healthy</p> <p><b>Spending time in nature (playground/forest school)</b></p> <p><b>Planting and looking after plants</b></p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>The Creed (Song and Prayer) - One God compared to Many in Ancient Egypt</p>	<p>Distributive Justice</p> <p>Plant and sell food to the local community</p> <p>Food bank and food collection</p> <p>Talk from someone from SIFA Fireside?</p>	<p>Why is food so important?</p> <p>Why is the Eucharist important to our faith and considered food for our Pilgrimage?</p> <p>What can we do to help people struggle to get enough food?</p>

<b>Food Glorious Food</b> <b>Links within our Curriculum</b>	
<b>History and Geography</b>	<p>Is there enough food for all?</p> <p>Creating environmentally friendly food packing (recycled materials?)</p>
<b>Physical Education</b>	<p>Healthy food, active and healthy lifestyle</p>
<b>Religious Education</b>	<p>First Holy Communion</p> <p>I Belong Books</p>

Subject	Content
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know the Stories of the Road to Emmaus and Breakfast at the Shore</li> <li>• understand that through these events the Apostles of Jesus became aware of his presence amongst them</li> <li>• know that the Church celebrates the presence of the Risen Christ at the Eucharist</li> <li>• identify moments in the Mass when the presence of Christ is celebrated</li> </ul> <p><b>The Eucharist is a Thanksgiving to God</b></p> <ul style="list-style-type: none"> <li>• sequence the Liturgy of the Eucharist</li> <li>• discuss the different words and actions associated with this part of the Mass</li> <li>• understand that Mass is a celebration of thanksgiving for the death and resurrection of Christ</li> <li>• know that Christ is present in the form of bread and wine.</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know the Story of Pentecost</li> <li>• recognise the change the Holy Spirit brought to the lives of the Apostles</li> <li>• understand that in the celebration of the Sacraments the Church celebrates the presence of the Holy Spirit</li> </ul> <p><b>Prayer (This Unit will be taught throughout the year)</b></p> <ul style="list-style-type: none"> <li>• will know that Jesus valued his relationship with God his Father in prayer</li> <li>• understand that people can pray in different ways</li> <li>• talk about different styles of prayer and some symbols used to help people to pray</li> </ul>
<b>RSE</b>	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.</li> </ul>
<b>English</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• use context clues to find information</li> <li>• explore authors' use of language to describe or create effects</li> <li>• make notes of details within the text</li> <li>• develop explanations and opinions</li> </ul>

	<p><b>Writing:</b></p> <p><b>Traditional tales</b></p> <ul style="list-style-type: none"> <li>• use adjectives to describe nouns</li> <li>• sequence the beginning, the middle and the end</li> <li>• proof read their own writing to check punctuation and spelling</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• understand the format of instructions and how numbered points help the reader</li> <li>• use imperative verbs</li> <li>• understand the importance of clear sentences</li> </ul> <p><b>Recounts</b></p> <ul style="list-style-type: none"> <li>• use conjunctions</li> <li>• begin to write sentences with subordinate clauses</li> <li>• plan a visual version of a recount based on their own experience</li> </ul> <p><b>Poetic style</b></p> <ul style="list-style-type: none"> <li>• explain why chosen poem is their favourite.</li> <li>• compare and contrast poems by one author.</li> <li>• explore how grammar affects the style of poems.</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• consolidate the speech punctuation</li> <li>• extend knowledge of pluralisation and collective nouns</li> <li>• understand the difference between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person and consolidate noun/ verb agreement</li> <li>• spell words using the apostrophe for contraction, homonyms</li> </ul>
<b>Mathematics</b>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</li> <li>• solve problems that involve all of the above</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks</li> </ul>

	<ul style="list-style-type: none"> <li>• estimate and read time with increasing accuracy to the nearest minute</li> <li>• record and compare time in terms of seconds, minutes and hours</li> <li>• use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul> <p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> <li>• draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>• recognise 3-D shapes in different orientations and describe them</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul>
<b>Biology</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of plants</li> <li>• know what a plant needs to live and grow</li> <li>• explore water transportation in plants through practical investigations</li> <li>• learn the life-cycle of flowering plants</li> </ul>
<b>Computing</b>	<p><b>Unit 7 – Simulations</b></p> <p><b>What Are Simulations?</b></p> <ul style="list-style-type: none"> <li>• Children know that a computer simulation can represent real and imaginary situations.</li> <li>• Children can give some examples of simulations used for fun and for work.</li> <li>• Children can give suggestions of advantages and problems of simulations.</li> </ul> <p><b>Exploring a Simulation</b></p> <ul style="list-style-type: none"> <li>• Children can explore a simulation.</li> <li>• Children can use a simulation to try out different options and to test predictions.</li> <li>• Children can begin to evaluate simulations by comparing them with real situations and considering their usefulness.</li> <li>• Children can analyse choices made using a branching database.</li> </ul>

## **Analysing and Evaluating a Simulation**

- Children can recognise patterns within simulations and make and test predictions.
- Children can identify the relationships and rules on which the simulations are based.
- Children can evaluate a simulation to determine its usefulness for purpose.
- Children can create their own simple simulation (extension).

## **Unit 8 – Graphing**

### **Introducing 2Graph**

- Children can set up a graph with a given number of fields.
- Children can enter data for a graph.
- Children can produce and share graphs made on the computer.
- Extension: Children can select most appropriate style of graph for their data and explain their reasoning.

### **Using 2Graph to Solve an Investigation**

- Children have solved a maths investigation.
- Children can present the results in a range of graphical formats.
- Children can use the sorting option to make analysis of their data easier.
- Extension: Children can select most appropriate style of graph for their data and explain their reasoning.

## **Unit 9 – Presenting (with Microsoft PowerPoint)**

### **Making a Presentation from a Blank Page**

- Children know what PowerPoint is.
- Children can open PowerPoint.
- Children can add text to a page and format it.
- Children can add shapes to a page.

### **Adding Media**

- Children can change the design of the slides.
- Children can insert a new slide.
- Children can insert pictures.
- Children can edit pictures.
- Children can insert video and audio.

**Adding Animation**

- Children can use animations in a presentation.
- Children can use transitions in a presentation.
- Presenting with Timings
- Children can add timings to a presentation.
- Children can present effectively using PowerPoint.

**Create a Presentation**

- Children can create a presentation including formatted text.
- Children can include different media.
- Children can add transitions and animations.
- Children can add timings to the presentation.
- Children can present effectively.

**Creative Curriculum**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

**YEAR A****Summer 1: Sport and Leisure/  
Teamwork**

**Main Focus:** Who were the Greeks?

- place an historical period within a chronological framework and identify similarities and differences between ways of life in different periods

**YEAR B****Summer 1: Our Wonderful World**

**Main Focus:** Who were the Greeks?

- place an historical period within a chronological framework and identify similarities and differences between ways of life in different periods
- use stories and other sources to understand key features of the period

- use stories and other sources to understand key features of the period
- understand how we find out about the past
- use historical words and phrases to describe the passing of time
- record in a variety of ways

**Secondary Focus:**

- use and interpret maps, globes and atlases to locate countries and key features
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

- understand how we find out about the past
- use historical words and phrases to describe the passing of time
- record in a variety of ways

**Secondary Focus:**

- use and interpret maps, globes and atlases to locate countries and key features
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

**Year A**

**Summer 2: Beside the Seaside**

**Main Focus:** We will be exploring playgrounds and designing and making our own moving playground equipment.

- can think about their ideas as they make progress and be willing to make changes if necessary
- can make drawings with labels when designing
- selects appropriate tools and works safely

**Year B**

**Summer 2: Food Glorious Food**

**Main focus:** Design Technology- A Healthy Breakfast

We will be investigating food and learning to design, assemble and cook using healthy ingredients.

- know the different food groups and name foods from each group
- understand that food has to be caught, grown or farmed

	<ul style="list-style-type: none"> <li>• can measure, cut, join and assemble components with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• use a wider range of ingredients and techniques to prepare and combine ingredients safely</li> <li>• use knowledge of existing products to inform their design</li> <li>• create designs using annotated sketches and cross-sectional diagrams</li> </ul>	
<b>Physical Education</b>	<p><b>Strike and Field Games</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To be able to strike a ball with some accuracy.</li> <li>• To vary the speed and direction of a ball.</li> <li>• Perform the basic skills needed for the games with control and consistency.</li> <li>• Describe what is successful in their own and other’s play.</li> <li>• To develop understanding of distance and power when striking.</li> </ul> <p><b>Athletics</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To attempt to throw a shot putt using the rotation technique.</li> <li>• To consolidate different throwing techniques.</li> <li>• To attempt a javelin, throw with correct technique.</li> <li>• To be able to pass &amp; receive a relay baton.</li> <li>• Continually develop awareness of distance.</li> </ul>		
<b>MFL</b>	<p><b>Year 3</b></p> <p><b>Fruits</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul> <p><b>Vegetables:</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 vegetables in French.</li> <li>• Attempt to spell some of these nouns (including the correct article)</li> <li>• Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>• Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul> <p><b>Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>• Sit and listen to a familiar story being told in French.</li> <li>• Learn to use pictures and word cards to recognise and help retain new language.</li> <li>• Remember key parts of the body in French.</li> </ul>
<p><b>PSHE</b></p>	<p>MyHappyMind Topics Relate &amp; Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing.</li> <li>• That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships.</li> <li>• That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others.</li> <li>• That the more they practice seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too.</li> <li>• That we normally choose our friends because of their character.</li> <li>• That we all see things from different perspectives; friends can help us solve problems by approaching them differently.</li> <li>• How Active Listening can help their friendships and what happens if they don't Activity Listen with their friendships.</li> <li>• That when we listen to friends, they will know that we care for them.</li> </ul>

	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That to engage means to pay attention and put effort into something.</li> <li>• How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good.</li> <li>• What Big Dream Goals are.</li> <li>• How to use perseverance and resilience to help them not give up on something.</li> <li>• That they have to Believe to Achieve. • How to set their own Big Dream Goals</li> </ul>
<p><b>Music</b></p>	<p>Summer 1</p> <p><b>Unit:</b> Bringing Us Together</p> <p><b>Style:</b> Disco</p> <p><b>Topic and cross-curricular links:</b> Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> <p><b>Links to other units:</b> Friendship Song - KS1/ages 5-7 (Scheme Year 2), Stop! - KS2/ages 8-11 (Scheme Year 4), You've Got A Friend KS2/ages 8-11 (Scheme Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)</p> <p>Summer 2</p> <p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 3</p> <p><b>Topic and cross-curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

