

<p>Year 3 Spring 1</p>	<h1 style="text-align: center;">Water</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p>'...whoever drinks of the water that I shall give him will never thirst.'</p> <p style="text-align: center;">John 4:14</p>		<p>Inspirational Quote</p> <p>'Water is the driving force of all nature.'</p> <p style="text-align: center;">Leonardo da Vinci.</p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to help our children to understand both the necessity of water for life and the spiritual symbolism in our faith.</i></p> <p><i>During this unit, children will develop an understanding of the world around them, the power of God and further find their role in the world in looking after God's creation and our fellow man.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><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></p> <p><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></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by ...</p> <p>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.</p> <p>Appreciate ourselves and those around us</p> <p>Thinking about our own Baptism and meditating on the Baptism of the Lord and on how water is the a source for all nourishment</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>Write to communities in our local area and around the world.</p> <p>CAFOD Live Simply session for parents – led by children</p>	<p>Why is water so important?</p> <p>What do we use water for?</p> <p>Where is water spoken about in the scriptures?</p> <p>How can we look after God’s creation?</p>

<p style="text-align: center;">Water</p> <p style="text-align: center;">Links within our Curriculum</p>	
<p style="text-align: center;">English</p>	<p>Persuasive writing- Letter writing on why it is important that we still remember Holocaust Memorial Day.</p>
<p style="text-align: center;">History and Geography</p>	<p>Ancient Egyptian Gods- Gods for all independent things- One God in Catholic Faith (Creed)</p> <p>Water as a source of nutrition to the land (River Nile) Holy water as nourishment for our faith</p>
<p style="text-align: center;">Religious Education</p>	<p>The Creed I believe in one God (Song and Prayer)</p> <p>Reconciliation-Water used to Baptise and Clean</p>

<p>Year 3 Spring 2</p>	<p>Lent</p>		<p>Year B</p>	
<p>Intent</p>	<p>Scripture Passage</p> <p>'We adore you and we bless you, Lord Jesus Christ, here and in all the churches which are in the whole world, because by your holy cross you have redeemed the world.'</p> <p>Stations of the Cross</p>		<p>Inspirational Quote</p> <p>'He knows your weakness. He only wants your love, he wants the chance to love you.'</p> <p>Saint Mother Teresa.</p>	<p>Impact</p>
<p><i>At Our Lady of Fatima we strive to understand the importance of Lent in our lives today.</i></p> <p><i>Through this unit we will have a deeper understanding behind the meaning of Jesus' sacrifice, the actions of the disciples and Jesus' family around him. We hope to use these examples in our daily lives to have a positive impact on those around us and globally</i></p>			<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the impact of their actions. How their actions and choices impact those around them</i></p> <p><i>Show the power of change by their actions on the local community and globally.</i></p> <p><i>Understand the importance of alms giving to support those close and afar.</i></p>	

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>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.</p> <p>Appreciate ourselves and those around us</p> <p>Power of Prayer through the Stations of the Cross</p>	<p>Holy Week</p> <p>Palm Sunday</p>	<p>Support in the outreach of the school – alms giving to the charities chosen by their peers.</p> <p>Supporting those in the parish during Lent – outreach of communication and visits</p>	<p>How do our actions affect those around us?</p> <p>How do our words impact our peers?</p> <p>How can we follow in Jesus' example?</p>

Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none"> • know the story of the shepherds and how they reacted to the news of Christ’s birth • empathise with the feelings and reactions of the shepherds at this event • know that the Crib is an important symbol of prayer and devotion. <p>The Eucharist is a Thanksgiving to God</p> <ul style="list-style-type: none"> • sequence the Liturgy of the Eucharist • discuss the different words and actions associated with this part of the Mass • understand that Mass is a celebration of thanksgiving for the death and resurrection of Christ • know that Christ is present in the form of bread and wine. <p>Lent</p> <ul style="list-style-type: none"> • know and understand that the Season of Lent is a time when Christians try to change to be more like Christ • know some stories about Christ bringing change to the lives of people who were sick and in need. <p>Holy Week</p> <ul style="list-style-type: none"> • know that Holy Week celebrates the last week of the life of Jesus here on earth ☐ understand that the events of Palm Sunday and the Last Supper tell us about who Jesus is ☐ make some links between the Passover, the Last Supper and the celebration of Mass.
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • 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. <p>Created to Love Others</p> <ul style="list-style-type: none"> • Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.
English	<p>Reading:</p> <ul style="list-style-type: none"> • find evidence in the text to answer questions

- develop an understanding of the main ideas in texts
- find out about authors and discussing what we like about their books
- investigate the structure of stories

Writing:

Adventures and Mysteries

- explore the genre in reading and writing
- structure ideas in chapters-: opening, build-up, problem, resolution and ending
- begin to vary sentence structure to create effect

Letter writing

- understand the format of a letter
- know when to use the first person
- write in structured paragraph chunks: explaining, main details, closing statement

Non-chronological Reports

- plan using a mind map
- structure writing using: a question to introduce, subheadings, and labelled diagrams
- write information clearly in the present tense

Shape poems

- explore alliteration, simile, onomatopoeia and rhyme in reading and writing poetry

Grammar, Punctuation and Spelling:

	<ul style="list-style-type: none"> • consolidate basic sentence punctuation including question marks and exclamation marks • use capitals or new lines in poetry • understand the terms and functions of “verb”, “adjective” and “preposition” • collect and find the meaning of similar verbs and adjectives • experiment with the effects of powerful verbs and adjectives in writing • spell words with suffixes and prefixes, verbs ending with “ing”, “le” words • consolidate handwriting joins
<p>Mathematics</p>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables 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 objectives <p>Money</p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm) • Measure the perimeter of simple 2D shapes <p>Fractions</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Physics	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • compare how objects move on different surfaces • know there are different types of contact and non- contact forces • understand the terms repulsion and attraction in magnets • investigate the effects of poles on magnets • group materials according to their magnetic and non-magnetic properties
Physics	<p>Light</p> <ul style="list-style-type: none"> • know that we need light to see things and that darkness is the absence of light • know that light is reflected • investigate shadows and how they change • know how light from the sun can be dangerous • carry out practical investigations and record evidence over time
Computing	<p>Unit 4 – Touch-typing Lesson</p> <p>Home, Top and Bottom Row Keys</p> <ul style="list-style-type: none"> • Children understand the names of the fingers. • Children understand what is meant by the home, bottom, and top rows. • Children have developed the ability to touch type the home, bottom, and top rows. <p>Home, Top and Bottom Row Keys (Consolidation)</p> <ul style="list-style-type: none"> • Children can use two hands to type the letters on the keyboard. <p>Left Keys</p> <ul style="list-style-type: none"> • Children can touch type using the left hand. <p>Right Keys</p> <ul style="list-style-type: none"> • Children can touch type using the right hand. <p>Unit 5 – Email Lesson</p> <p>Communication</p>

- Children can list a range of different ways to communicate.
- Children can use 2Connect to highlight the strengths and weaknesses of each method.
- Extension: Children can order the various types of communication that have been used through history.

Composing Emails

- Children can open an email and respond to it.
- Children have sent emails to other children in the class.
- Extension: Children can use the search option in the address book to find a classmate when sending an email.

Using Email Safely: Part 1

- Children have written rules about how to stay safe using email.
- Children have contributed to classmates' rules.
- • Extension: Children understand the importance of draft.

Using Email Safely: Part 2

- Children have created a quiz about email safety which explores scenarios that they could come across in the future.
- Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it.

Attachments

- Children can attach work to an email.
- Children know what CC means and how to use it.

Email Simulations

- Children can read and respond to a series of email communications.
- Children can attach files appropriately and use email communication to explore ideas.
- Extension: Children know why the terms CC and BCC are used
- Children understand when to use CC or BCC

Unit 6 – Branching Databases

Introducing Databases

- Children understand how YES/NO questions are structured and answered.
- Children have used YES/NO questioning to play a simple game with a friend.
- Children can explain why they choose a particular question to split their database.

- Extension: Children can begin to use 'or more' and 'or less' in their questioning
- Branching Databases**
- Children have contributed to a class branching database about fruit.
 - Children have completed a branching database about vegetables.
 - Extension: Children can edit and adapt a branching database to accommodate new entries.
- Creating a branching database on the computer**
- Children can choose a suitable topic for a branching database.
 - Children can select and save appropriate images.
 - Children can create a branching database.
 - Children know how to use and debug their own and others branching databases.

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	YEAR B
<p>Spring : Leaders</p> <p>Main focus: History – the leaders of Ancient Egypt</p> <p>We will learn about an Ancient Civilisation and its leaders.</p> <ul style="list-style-type: none"> • understand how this period fits in with the chronological framework • identify similarities and differences between ways of life in different periods • record with drawings and writing 	<p>Spring : Water</p> <p>Main focus: History – Ancient Egypt and the River Nile</p> <p>We will learn about an Ancient Civilisation and how it depended on the River Nile.</p> <ul style="list-style-type: none"> • understand how this period fits in with the chronological framework • identify similarities and differences between ways of life in different periods • record with drawings and writing

	<ul style="list-style-type: none"> • describe of key events using historical vocabulary • make comparisons between different historical periods <p>Secondary focus: Geography- contrasting modern day Egypt with the UK</p> <ul style="list-style-type: none"> • describe the landscape of the country • compare locations using aerial photos/pictures e.g. population, temperatures etc • use and interpret maps, globes and atlases to locate countries and key features • know some of the similarities and differences between places • develop an awareness of how places relate each other 	<ul style="list-style-type: none"> • describe key events using historical vocabulary • make comparisons between different historical periods <p>Secondary focus: Geography- River Nile</p> <ul style="list-style-type: none"> • describe the landscape of the country • compare locations using aerial photos/pictures e.g. population, temperatures etc • use and interpret maps, globes and atlases to locate countries and key features • know some of the similarities and differences between places • develop an awareness of how places relate each other 	
<p>Year A and B</p> <p>Spring 2: Lent</p> <p>Main focus: Art - Exploring Lent through Art – Palm Sunday</p> <ul style="list-style-type: none"> • investigate size and proportion in the human form • investigate colours including complementary and contrast • explain what he/she likes or dislikes about their work <p>Secondary focus: Design and Technology- Exploring lent through D and T</p> <ul style="list-style-type: none"> • can make drawings with labels when designing • can measure, cut, join and assemble components with accuracy 			
<p>Physical Education</p>	<p>Invasion Games (Hockey)</p>		

	<p>Learning Outcomes: Develop their dribbling skills with a stick and/or a ball.</p> <ul style="list-style-type: none"> • To use space within the pitch area. • To develop knowledge of attacking whilst invading. • To consolidate dribbling with a football. To attempt to keep possession whilst dribbling. <p>Net Games</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To identify & describe some rules of tennis & badminton. • To consolidate the underarm serve technique. • To explore forehand hitting. • To move towards a ball or object before striking it. • To explore the 'serve' technique (volleyball/badminton).
<p>MFL</p>	<p>Year 3</p> <p>I'm learning French:</p> <ul style="list-style-type: none"> • Pinpoint France on a map of the world • Highlight other famous French cities • Talk about other countries where French is spoken • Say their name and how they are feeling in French • Count to ten in French <p>Musical Instruments</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name ten instruments in French. • Match all the new French words to the appropriate picture. • Remember the words for at least five instruments and their correct gender in French, unaided. • To say that they play an instrument of their choice correctly in French.

<p>PSHE</p>	<p>MyHappyMind Topics Relate & Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • That the more they practice seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works while relating to others too. • That we normally choose our friends because of their character. • That we all see things from different perspectives; friends can help us solve problems by approaching them differently. • How Active Listening can help their friendships and what happens if they don't Activity Listen with their friendships. • That when we listen to friends, they will know that we care for them <p>Children will learn:</p> <ul style="list-style-type: none"> • To engage means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they must Believe to Achieve. • How to set their own Big Dream Goals
<p>Music</p>	<p>Unit: Three Little Birds</p> <p>All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments.</p> <p>Style: Reggae</p>

Topic and cross-curricular links: Animals, Jamaica, poetry and the historical context of musical styles

Unit: The Dragon Song

Style: A little bit funky and music from around the world.

Topic and cross-curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.