





<p>Year 3 Autumn 1</p>	<h1 style="text-align: center;">Journeys</h1>		<p>Year B</p>	
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p><i>Your Word is a lamp for my feet, a light on my path</i></p> <p><i>Psalms 119:105</i></p>		<p>Inspirational Quote</p> <p><i>Sometimes it's the Journey that teaches you a lot about your destination</i></p> <p><i>Drake</i></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to instil in our children a sense of wonder and awe in their journey through life. The importance of God's creation, being inspired by those before and around us and being inspirational to others.</i></p> <p><i>We inspire our children to be stewards of God, know that all have a right in this world and the importance of family and community and their role in them.</i></p>			<p><i>At the end of the half term children will have a deeper understanding of</i></p> <p><i>How we are fit for our journey of faith and how God prepares us for this by giving us our body</i></p> <p><i>Of how Jesus journeys with us through our lives by looking at the footprint's poem</i></p>	
<p>Mental Wellbeing Impact</p>	<p>Mass and Prayers / Scripture Passages</p>	<p>Catholic Social Teaching</p>	<p>Our Questions to explore</p>	

<p>Exploring this theme will have an impact on our Mental Wellbeing by thinking about our journey through life and meditating on how we can positively influence ourselves; drawing strength from the teachings and love of Christ.</p> <p>Meet you Brain – get to know ourselves, our emotions and our impact on others er</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Footprints Prayer/Poem</p> <p>Road to Emmaus</p>	<p>Solidarity-</p> <p>Parents/Parish Collective Worship on being one family on a journey</p> <p>Black History Month- All together</p>	<p>What journeys have you been on?</p> <p>What forms of transport have you used?</p> <p>What journeys have you enjoyed and why?</p> <p>What journeys do you not enjoy and why?</p>
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<p style="text-align: center;">Journeys</p> <p style="text-align: center;">Links within our Curriculum</p>	
<p style="text-align: center;">English</p>	<p>Shape poetry- Road/footprint- Journey of Faith- poem to retell the story of Jesus' Disciples on the road to Emmaus</p> <p>Footprints poem as examples of shape poems</p>
<p style="text-align: center;">Science</p>	<p>Biology- Knowing that movement requires action of muscles and how the body is suited to help us on our journey.</p>
<p style="text-align: center;">Religious Education</p>	<p>Baptism- Baptism is the beginning of our journey of faith</p> <p>Black History month</p>

<p>Year 3 Autumn 2</p>	<h2 style="text-align: center;">Memories - Do this in memory of Me (art and design)</h2>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p>'Do this in memory of me'</p> <p>Luke 22:19</p>		<p>Inspirational Quote</p> <p><i>"A million feelings. A thousand thoughts. A hundred memories. One person."</i></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to expose the children to the life and example of Jesus Christ – focussing on the lasting memory and love that our faith provides to us.</i></p> <p><i>Children will use the memories, stories and examples of others to help shape their lives as disciples of God – continuing his good work and having a positive impact on those around them</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding ...</i></p> <ul style="list-style-type: none"> • <i>Why it is important to remember the sacrifice of Jesus</i> • <i>To be able to write persuasively on the Importance of remembrance</i> <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>Exploring this theme will have an impact on our Mental Wellbeing by reflecting and meditating on past events to see how we can grow from these with the help and love of Christ's message.</p> <p>Celebrate our minds, ourselves and also use this positivity with those around us</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Remember me Hymn (Mike Stanley) look at both versions Jesus and Armistice</p>	<p>Promoting Peace</p> <p>Remembrance Day Service</p> <p>Poppy Prayers</p>	<p>What does Jesus ask us to remember?</p> <p>Why is it important to remember good and bad things?</p>

Topic / Title Focus (For example Knowledge / Skills) Links within our Curriculum	
English	Persuasive writing- Letter writing on why it is important that we still celebrate Remembrance Day.

Art and Design	Collage of pictures from our lives so far Variety of Remembrance art- Chalk/pastels/charcoal
Religious Education	Mass being the celebration of Jesus' last supper "Do this in memory of me"

Subject	Content
Religious Education	<p>Belonging</p> <ul style="list-style-type: none"> • know that Baptism is the Sacrament of Belonging to God's Family, the Church • identify some signs and symbols of Baptism and express their meaning • sequence the Rite of Baptism • discuss elements of the Celebration of Mass when we gather as the Family of God <p>We Listen to God's Word at Mass</p> <ul style="list-style-type: none"> • know and understand the importance of listening • know the structure of the Liturgy of the Word at Mass • discuss why it is important that Christians listen to the Word of God. <p>Advent</p> <ul style="list-style-type: none"> • know the stories of the Annunciation and Visitation • understand that both Mary and Elizabeth recognised and welcomed the presence of Christ • think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presence of Christ.
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • 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.

<p>English</p>	<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 <p>Writing:</p> <p>Shape poems</p> <ul style="list-style-type: none"> • explore alliteration, simile, onomatopoeia and rhyme in reading and writing poetry <p>Adventures and Mysteries</p> <ul style="list-style-type: none"> • 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 <p>Letter writing</p> <ul style="list-style-type: none"> • understand the format of a letter • know when to use the first person • write in structured paragraph chunks: explaining, main details, closing statement <p>Non-chronological Reports</p> <ul style="list-style-type: none"> • plan using a mind map • structure writing using: a question to introduce, subheadings, and labelled diagrams • write information clearly in the present tense <p>Grammar, Punctuation and Spelling:</p> <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>Place Value</p>

- identify, represent and estimate numbers using different representations
- find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas
- count from 0 in multiples of 4, 8, 50 and 100

Addition and Subtraction

- add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division

- count from 0 in multiples of 4, 8, 50 and 100
- 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

Chemistry

Rocks

- compare and group rocks based on simple properties
- learn how fossils are formed
- investigate different types of soil
- know that soils are made from rocks and organic matter
- set up investigations and record observations

Biology**Animals including humans**

- know what animals and other living things need to stay alive
- compare the observable features of a range of animals
- know that humans are animals and have some common features
- investigate the skeletons of different animals and understand the purpose of bones
- know that movement requires the action of muscles
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Computing

Unit One: Online Safety

Safety in Numbers

- Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.
- Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.
- Children have contributed to a class blog with clear and appropriate messages.
- Extension: Children understand that passwords help to limit who can see personal / private / confidential information.

Fact or Fiction?

- Children understand that some information held on websites may not be accurate or true.
- Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.
- Children have accessed and assessed a 'spoof' website.
- Children have created their own 'spoof' webpage mock-up.
- Children have shared their 'spoof' web page on a class display board.
- Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.

Appropriate Content & Ratings

- Children can identify some physical and emotional effects of playing/watching inappropriate content/games.
- Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting

Unit Two: Coding

Using Flowcharts

- Children can read and explain a flowchart
- Children can use a flowchart to create a computer program.
- Children can create a computer program that uses click events and timers.

Using Timers

- Children can create a program that uses a timer-after command
- Children can create a program that uses a timer-every command
- Children understand there can be different ways to solve a problem.

Using Repeat

- Children understand how the turtle object moves.
- Children can use the repeat command with an object.
- Children can create a computer program that includes use of the repeat command.

Code, Test and Debug

- Children can create computer programs using prior knowledge.
- Children can run, test and debug their programs.
- Children can consider nesting when debugging their programs.

Design and Make an Interactive Scene

- Children can use the properties table to set the properties of objects.
- Children can plan their scene and code before they create their program.
- Children can confidently make several different things happen in a program

Unit Three: Spreadsheets

- Creating Pie Charts and Bar Graphs
- Children can create a table of data on a spreadsheet.
- Children can use a spreadsheet program to automatically create charts and graphs from data.
- Using more than and Spin Button Tools
- Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.
- Children can use the 'spin' tool to count through times tables.

Advanced Mode and Cell Addresses

- Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.
- Children can find specified locations in a spreadsheet

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 with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

YEAR A

Autumn 1: Community

Geography - we will learn about the wider community of the UK and the seas around it.

- identify the counties within the UK as well as major cities
- use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- use and interpret maps, globes and atlases to locate countries and key features
- use four figure grid references and the 8 points of a compass
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

Secondary Focus: History – begin to learn about settlements in Stone Age Britain

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

YEAR B

Autumn 1: Journeys

Geography - We will be taking a journey around the countries of the UK and the seas around it.

- identify the counties within the UK as well as major cities
- use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- use and interpret maps, globes and atlases to locate countries and key features
- use four figure grid references and the 8 points of a compass
- know some physical and human features of the locality
- begin to develop an awareness of how places relate each other

Secondary focus History – begin to learn about settlements in Stone Age Britain

- 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
- understand how we find out about the past

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use historical words and phrases to describe the passing of time • record in a variety of ways 	
	<p>Year A</p> <p>Autumn 2: Celebrations</p> <p>Main focus: Art and Design</p> <p>We will be exploring portraits created to celebrate and commemorate the lives of people. We will find out how the positioning of people in a picture gives clues about their relationship to each other.</p> <ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • investigate size and proportion in the human form • experiment with different materials to create a range of effects • investigate colours including complementary and contrast • explain what he/she likes or dislikes about their work • know about some of portrait artists and describe their work 	<p>Year B</p> <p>Autumn 2: Memories</p> <p>Main focus: Art and Design</p> <p>We will be exploring how memories and stories are passed on from generation to generation, through art. The children will explore collage as a medium.</p> <ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. • experiment with different materials to create a range of effects and use these techniques in the completed piece of work • investigate colour effects and layering for texture • explain what he/she likes or dislikes about their work • know about some of collage artists and describe their work 	
<p>Physical Education</p>	<p>Gymnastics</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To be able to perform some basic jumps. • To demonstrate shapes whilst in the air. • To develop knowledge of 'take off'. • To develop knowledge of 'landing'. • To change direction whilst jumping. 		

	<p>Dance</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Able to demonstrate force and tension dynamics. • Able to demonstrate connecting body part actions. • Able to develop relationships – away / towards. • Able to develop relationships – contact work. • Able to show acceleration in speed. <p>Swimming</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To perform correct front crawl arm action. • To perform correct front crawl leg action. • To breath correctly with face in and out of water. • To demonstrate 'Push & Glide'. • Discuss safe self-rescue.
MFL	<p>Phonetics</p> <ul style="list-style-type: none"> • Children will learn and repeat different phonics sounds in French to support their early language development. • Focus sounds: ch, ou, on, oi. • Children then progress onto intermediate sounds: in, l, ique, ille, eau, eux, e, e, e • Children will then progress onto progressive teaching sounds: qu, gne, en, an, é, è, ç
PSHE	<p>MyHappyMind Topics: Meet your brain & Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • How to focus their mind to help them train their brain. • Learn about Team H-A-P and their roles in more detail. • How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works.

	<ul style="list-style-type: none"> • How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice. • About Neurons and Neural pathways and the role they play in learning. • How to look after their brains to help them to be at their best <p>Children will learn:</p> <ul style="list-style-type: none"> • That scientists discovered that we all have 24 character strengths but in different amounts. • We all have 24 strengths but focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets. • That half of our character is set by genetics and the other half from our experiences. • That our character can grow based on our experiences, just like their brains do with Neuroplasticity. • Why it is important to spot strengths in others and how they can be used. • That strengths can help them to approach difficult situations. • When they use their character strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy.
<p>Music</p>	<p>Autumn 1</p> <p>Unit: Let Your Spirit Fly</p> <p>Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross-curricular links: Historical context of musical styles.</p> <p>Links to other units: There Was A Monkey - Britten - KS2/ages 7-11 (see Freestyle)</p> <p>Autumn 2</p> <p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p>