

Are we scarring or cultivating the earth?



Impact

By the end of this unit children will...

By the end of this unit children will have a deep understanding of our environment and how we, as humans are affecting the world we live in. Children will be using their previous knowledge of types of land and how it can be used in order to explore how we are using the land we live in correctly/ incorrectly. Children will be exploring how industry has changed over time and how this impacts on our society and global warming issues today.

Additionally children will be thinking about how we, as a Catholic community, can help to combat the effects that are being seen in our wider society. They will show an understanding and care for all creation and explore ways in which they can make a stand to change what is happening.

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 of work children will develop an understanding that each one of us is unique and beautiful. We are called to treat every person and every creature with loving respect.

Building the Kingdom

Big question

Are we scarring or cultivating the Earth?

Further questions to explore during this unit.

How has population growth affected the United Kingdom?

What is scarring our earth?

Can we undo the damage that has already been done?

Have inventions changed our lives for the better?

Catholic Social Teaching

Care for creation

Our love for God calls us into a relationship with him as God the creator, a relationship with all his marvelous creations.

“Creation is a gift, a wonderful gift that God has given us, so that we use it for the benefit of all, always with respect and gratitude.” Pope Francis

Are we Scarring or Cultivating the Earth? Y3: Knowledge and Skills

Core Subjects

English

Alternative story ending

Children will read the model text Greta and the Giants and use this to for an alternative ending to what they have read.

- Possessive apostrophe with plural words and missing letter words
E.g. children's, men's
- To use commas after fronted adverbials
- In narratives, create settings, characters and a plot

Write a letter

Children will be writing to persuade our local MP that we need to support the protection of our environment with green waste bins for school etc

- Using the present perfect form of verbs in contrast to the past tense
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Organising paragraphs around a theme.

Science

Animals

During this unit of work, children will notice that animals including humans have offspring which grow into adults.

- Find out about and describe the basic needs of animals, including humans for survival (water, food, air)
- Describe the importance for humans of: Exercise, eating the right amounts of food and hygiene.

Foundation Subjects

History and Geography

Geography:

Children will be exploring:

- Ways to locate counties and cities of the UK, identifying human and physical characteristics, land use and how these have changed over time.

How the industrial revolution had an impact on land use and the use of canals for transporting goods Furthermore, children will be exploring the growth in our population and how this has affected the farmland and protected natural areas.

Art and Design and Design Technology

Design Technology:

During this half term children will:

- Gain an understanding and apply the principles of a healthy and varied diet.
- Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed.

Music

n/a

Computing

n/a

Are we Scarring or Cultivating the Earth? Y3: Knowledge and Skills

Core Subjects

Foundation Subjects

Maths

Number: Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division.
- 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 objects.

Measurement: Money

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

P.E.

Athletics

- Control movements and body actions in response to specific instructions
- Demonstrate agility and speed
- Jump for height and distance with control and balance
- Throw with speed and power and apply appropriate force

Rounders

- Experienced different games and activities where throwing and catching skills were used
- Had the opportunity to hit and strike a ball with racquets and bats
- Played in simple, striking and fielding games

RE

Christmas

This unit builds on previous learning of the Christmas story and how as Catholics this is a time of celebrating the birth of Christ. By the end of this unit children will know:

- The story of the shepherds and how they reacted to the news of Christ's birth.
- Be able to empathise with the feelings and reactions of the shepherds at this event.
- That the Crib is an important symbol of prayer and devotion.

God's Word at Mass

The unit builds on previous work on the Mass. It involves thinking about, listening and finding out about the Liturgy of the Word at Mass. Children will know:

- The importance of listening.
- They will know the structure of the Liturgy of the Word at Mass and will be able to discuss and write about why it is important that Christians listen to the Word of God.

Peacemakers

Peaceful choices

During these Peacemakers sessions children will be discussing:

- **Multi-faith week**
- Diamond ranking
- Exploring peer pressure
- What do you need?
- Making agreements
- E-Safety