

YEAR THREE

TERM ONE

LIFE√CREATION

| LEARNING OBJECTIVES | LEARNING EXPERIENCES (knowledge, skills and understanding) | HERE I AM <i>Topics which offer opportunities to cover the learning experiences</i> | OTHER CURRICULUM OPPORTUNITIES |
|--|--|--|---|
| <p style="text-align: center;">SELF</p> <p><i>Children begin to appreciate their lives as gifts from God. Children become aware of the physical and emotional changes in themselves. They learn about simple routines for caring for their bodies.</i></p> <p>Of the joys and challenges relationships bring. That every human person is made in the image of God and is called to respect God’s love. (CD)</p> | <ul style="list-style-type: none"> • learn the main stages of the human life cycle from birth to death. • understand that they grow and change throughout life and affect those of others • how to value themselves as children of God • daily routines to care for your body • <i>what makes a healthy lifestyle, including the benefits of healthy eating, and how to make informed choice (3a)</i> • learn that bacteria and viruses affect health and that following safe, simple routines can reduce their spread • <i>that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread (3b)</i> | <p>Birthdays (A)</p> <p>Myself (A)</p> <p>Myself (A)</p> | <p>Science QCA 3a (Sc2-2a, 2b)*</p> <p>Science QCA 3a*</p> |
| <p style="text-align: center;">FAMILY</p> <p><i>Children deepen their awareness of the love and care given and received within their families. They hear about the sacrament of marriage.</i></p> <p>Of the significance of love and commitment for family and community life. Of generosity and unselfishness. That marriage (and priesthood) are special forms of commitment and service. (CD)</p> | <ul style="list-style-type: none"> • explore the expressions of love and joy in a family • explore the sacrament of marriage as an expression of love • investigate what is meant by relationships within families • investigate why parents need to care for their families | <p>Birthdays (B) Babies (C)</p> <p>Beginnings (B) Birthdays (A) Homes & Families (D)</p> | |
| <p style="text-align: center;">COMMUNITY</p> <p><i>Children will know some of the Church celebrations marking rites of passage.</i></p> <p>Of the significance and power of signs and symbols. Of the promises of Baptism and how they are to be lived and renewed. That marriage is a special form of commitment and service. (CD)</p> | <ul style="list-style-type: none"> • explore the rituals celebrated in church, marking birth, marriage and death. • investigate the special qualities, gifts and emotions of each person made in the image and likeness of God. • <i>to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (1b)</i> | <p>Initiation (C) Signs & Symbols (D)</p> <p>Myself (A) Friends (B) Gifts (C)</p> | |

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|---|--|--|---|
| <p style="text-align: center;">SELF</p> <p><i>Children appreciate what it means to be a friend. They become aware of the choices they can make to keep their bodies safe and healthy.</i></p> <p>Of what nourishes and what damages human relationships and relationship with God. Of what the Church is doing in the celebration of the Eucharist. (CD)</p> | <ul style="list-style-type: none"> • <i>understand the importance of honesty and self-discipline (1b)</i> • <i>explore aspects of friendship</i> • <i>become aware of substances which harm the body</i> • <i>which commonly available substances and drugs are legal and illegal, their effects and risks (3b)</i> • <i>become aware of choices they can make to protect their bodies 3a, 3b</i> | <p>All Lent topics and Communion (A) Communion (A) Thanksgiving (D) Self-giving (D)</p> <p>Growing (A) Good & Evil (B)</p> | <p>Science: QCA 3a</p> |
| <p style="text-align: center;">FAMILY</p> <p><i>Children become aware that family units can change but that life goes on.</i></p> <p>Of the new life and new creation that is God's gift in Jesus. Of generosity and unselfishness. That the celebration of significant events expresses thanksgiving and joy in growth and change. (CD)</p> | <ul style="list-style-type: none"> • <i>explore changes that loss brings to themselves and others</i> • <i>become aware of the range of feelings that people have when they experience a loss</i> • <i>be aware that death leads to 'new life' with God</i> • <i>become aware that the church has rituals and ways of dealing with death</i> | <p>All Lent topics All Lent topics</p> <p>All Lent topics All Lent topics</p> | |
| <p style="text-align: center;">COMMUNITY</p> <p><i>Children begin to understand that a good community life is a reflection of God's love.</i></p> <p>That every human person is made in the image and likeness of God and is called to reflect God's love. Of the concept of sharing life, gifts and service. Of the nature of community life. (CD)</p> | <ul style="list-style-type: none"> • <i>Explore the qualities that make a good community</i> • <i>That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with one another (2d)</i> • <i>To resolve differences by looking at alternatives, making decisions and explaining choices (2f)</i> • <i>To recognise the role of community, voluntary and pressure groups (2h)</i> • <i>Explore why and how rules and laws are made and enforced and why different rules are needed in different situations</i> • <i>Why and how rules are made and enforced, why different rules are needed in different situations (2b)</i> • <i>Become aware of school rules about health and safety</i> • <i>What democracy is, and about the basic institutions that support it locally and nationally (3g)</i> • <i>Become aware that each person is made in the image and likeness of God and that each person has special qualities and gifts to offer to the community</i> • <i>About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future (1e)</i> | <p>Communion (A) Special People (B) Good and Evil (B)</p> <p>Special people (B) Celebrations (D)</p> | <p>Design/Technology: 2f Physical Education: 4d</p> |

YEAR THREE

TERM THREE

PURPOSE√REDEMPTION

| LEARNING OBJECTIVES | LEARNING EXPERIENCES (knowledge, skills and understanding) | HERE I AM <i>Topics which offer opportunities to cover the learning experiences.</i> | OTHER CURRICULUM OPPORTUNITIES |
|--|--|--|---|
| <p align="center">SELF</p> <p><i>Children develop their understanding of reconciliation. Children learn about the benefits of rest and exercise.</i></p> <p>Of the need for sorrow and forgiveness. That the sacrament of Reconciliation is a celebration of God's love and forgiveness.</p> <p>That individuals and communities must make choices about attitudes to human strengths and weaknesses. (CD)</p> | <ul style="list-style-type: none"> • deepen the understanding of forgiveness and reconciliation (pHs: 2f, 1b) • explore the place of the sacrament of Reconciliation in their lives (pHs: 2f) • investigate the consequences of choices pHs 2f, 1b • find out what happens to their bodies during periods of rest and exercise (pHs: 3a) | <p>Change (B)</p> <p>Freedom & Responsibility (C) Building Bridges (D) Change (B) Difference (D) Choices (A)</p> | <p>Physical education: 4a</p> |
| <p align="center">FAMILY</p> <p><i>Children become aware of the consequences of their actions.</i></p> <p>Of what nourishes and what damages human relationships and relationships with God. (CD)</p> | <ul style="list-style-type: none"> • explore ways in which their actions can enhance or spoil loving family relationships • to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (2c 2d) • explore the ways in which feelings affect, and are affected by actions | <p>Good News (A)</p> <p>Change (B) Choices (A)</p> <p>Holidays/Holydays (D)</p> | |
| <p align="center">COMMUNITY</p> <p><i>Children have some understanding of community and of their own roles within the life of their communities. Children become aware of the effect people have on the environment and of the need to care for it.</i></p> <p>That love and service of God and others are universal human values and signs of God's Spirit in the world.</p> <p>That God calls everyone to care for all creation with love and respect.</p> <p>That all Christians share the responsibility of being a sign of God's love.</p> <p>That everyone is called to cherish and conserve creation. (CD)</p> | <ul style="list-style-type: none"> • raise awareness of the importance of working together as part of a community (PSHE 2f, 2g, 2h) • explore ways in which people affect the environment • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j) • explore ways in which they are responsible for their own environments, including the development of sensible road use • develop an appreciation of their own cultures and identify some significant elements in them • to appreciate the range of national, regional, religious and ethnic identities in the united kingdom (2l) • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4f) • become aware of different forms of communication through the media. • to explore how the media present information (2k) | <p>Neighbours (A)</p> <p>Messengers/Witnesses(B) Treasures (B)</p> <p>Energy (C)</p> <p>Freedom & Responsibility (C)</p> <p>Holidays/Holydays (D)</p> <p>Neighbours (A)</p> <p>Good News (A) Messengers/Witnesses(B)</p> | <p>Science QCA – 3b*</p> <p>Geography: – 5</p> <p>ICT: – 1a, 3a</p> |

