RE subject skills: Listen • Retell • Explain • Make connections • Reflect • Respond

Year 3 - Branch 1

Creation and Covenant

Big Question

What does Creation teach us about God, people and how we should care for our common home?

What should I already know?
• Noah and the rainbow remind us of God's promise to all creation. • Early Genesis stories teach deep truths about God and humanity; they are not scientific accounts. • In Baptism, Christians receive new life and become part of God's family.

Word	Definition
Genesis	The first book of the Bible; its name means "beginning".
poetry	Writing that uses pattern, imagery and repeated phrases.
Creator	A name for God, who made and sustains everything.
Image and likeness	The belief that every person reflects God and is precious.
dignity	The God-given worth of every human person.
E quality	Treating every person as equally valuable and deserving respect.
stewardship	Caring responsibly for God's world on his behalf.
Laudato Si'	Pope Francis's letter about caring for our common home.

Catholic Social Teaching Principle

Care for Creation

Hear

By the end of this unit, pupils will know these key texts:
• Genesis 1:1–2:4 - the poetic account of Creation and the holy seventh day.
• Genesis 1:26–31 - every person is made in the image and likeness of God.
• Psalm 8 or Psalm 19 - prayers that praise God through Creation.



Believe

By the end of this unit, pupils will know that the Church teaches:
• God is Creator. Creation is ordered, good and a gift; Father, Son and Holy Spirit are at work.
• Every person has equal, permanent dignity because each is made and loved by God.
• Laudato Si' teaches that love of God, love of others and care for the earth belong together.



Celebrate

By the end of this unit, pupils will know:
• Psalms and St Francis's Canticle of the Creatures praise and thank God for Creation.
• At the Offertory, Catholics offer bread and wine: gifts of Creation and human work.
• Sunday is a holy day for Mass, rest, gratitude and delight in God's gifts.



Live

By the end of this unit, pupils will know how Christians are called to:
• Treat everyone with kindness, fairness and respect because all people have dignity.
• Practise stewardship through gratitude, tenderness, simplicity, responsibility and solidarity
Protect our common home by reducing waste, saving energy and caring for living things.



RE subject skills: Listen • Retell • Explain • Make connections • Reflect • Respond

Year 3 - Branch 2

Prophecy and Promise

Big Question

How do Catholics hear God's message and prepare to celebrate Jesus' birth?

What should I already know?
• Mary said yes to God when the angel Gabriel brought her good news. • Advent is a time to prepare for the birth of Jesus at Christmas. • In Genesis, God rested on the seventh day. Creation is God's gift.

Word	Definition
Mass	The celebration where Catholics gather to hear God's Word and share the Eucharist.
Sunday	A holy day for Christians: a time for Mass, prayer and rest.
Advent	The time of waiting and preparing for Christmas.
Liturgy of the Word	The part of Mass when Catholics listen to Scripture.
prophet	Someone who shares God's message, like Isaiah.
Emmanuel	A name meaning "God is with us"; also spelt Immanuel.
angel	A messenger from God who brings God's message.
Annunciation	An announcement: an angel tells Mary or Joseph about Jesus.

Catholic Social Teaching Link

Solidarity — living as one family

Hear

These Bible passages help us understand God's promise:
• Isaiah 7:14 — a son will be called Immanuel: "God is with us".
• Matthew 1:18–25 — an angel visits Joseph in a dream; he trusts God.
• Luke 1:26–38 — Gabriel tells Mary about Jesus; she says yes to God.



Believe

Catholics believe:
• Jesus is the promised Saviour. His birth fulfils Isaiah's prophecy.
• Angels bring God's message. Mary and Joseph listen and trust God.
• God speaks through Scripture. Sunday is holy: Jesus rose on a Sunday. Like God's rest in Creation, it is a time for rest and thanks.



Celebrate

At Mass and during Advent, Catholics:
• Gather → hear God's Word → celebrate the Eucharist → go out to serve.
• Hear readings, a psalm and the Gospel; the homily explains them. Stand for the Gospel and make small crosses on forehead, lips and heart.
• Light Advent candles and sing hymns to prepare for Jesus. The Christmas crib reminds us of his birth.



Live

Christians are called to:
• Trust God like Mary and Joseph; listen carefully and act with kindness.
• Make time on Sunday for prayer, rest and family.
• Bring hope and peace to others as they prepare for Christmas.
• Respond to an Advent hymn or angel artwork with their own art or prayer.



Science subject skills: Explain • Classify • Observe • Question • Investigate • Predict • Evaluate

Science - Movement and nutrition

The human skeleton

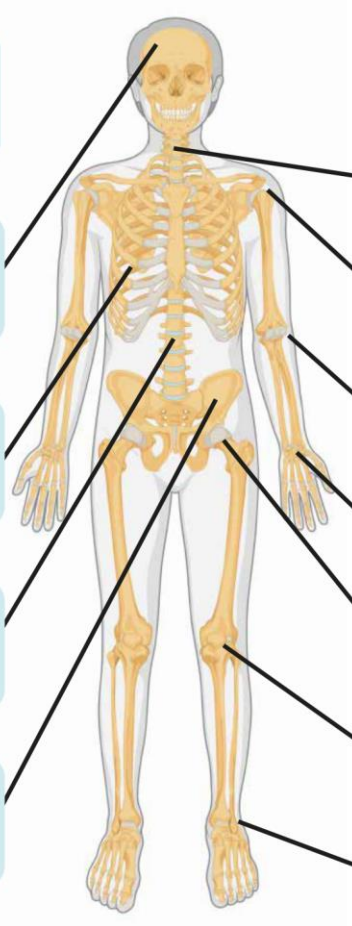
bone (hard structure that makes up the skeleton)

skull (protects the brain)

ribs (protect the heart and lungs)

spine (if an animal has a spine/backbone, it is a vertebrate)

pelvis



joint (where two or more bones meet)

neck

shoulder

elbow

wrist

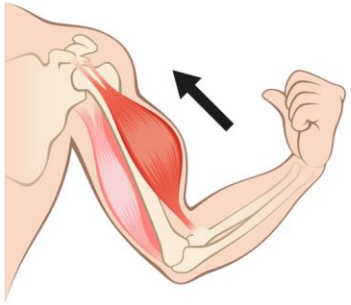
hip

knee

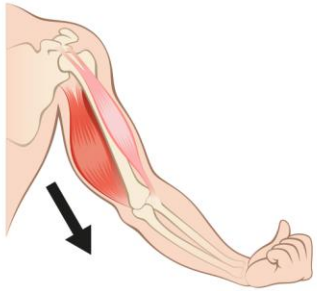
ankle

Muscles attach to bones to cause a movement.

A muscle can shorten to **pull** on the **bone**.



Another muscle will need to pull in the opposite direction to change the position.



A **vertebrate** is an animal with a backbone.

Endoskeleton is a skeleton on the inside of the body.



An **invertebrate** is an animal without a backbone.

An invertebrate may have an **exoskeleton** (a skeleton on the outside of the body)...



...or no skeleton at all.



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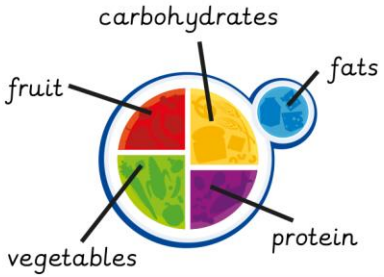
Science subject skills: Explain • Classify • Observe • Question • Investigate • Predict • Evaluate

Science - Movement and nutrition

There are seven **nutrient** groups essential for survival. Eating all of these in the right amounts provides a **balanced** diet.



Carbohydrates



Carbohydrates give energy.

Protein



Protein is needed for growth and repair.

Fats and oils



These are needed as an energy store to keep bodies warm and protect organs.

Fibre



Fibre keeps food moving through the digestive system.

Vitamins and minerals



Vitamins and minerals are important for health and help the body to work. For example, vitamin A (vitamins) is needed for healthy eyes and calcium (minerals) is needed for healthy teeth and bones.

Water



Water helps the body to work, transport nutrients and remove waste.

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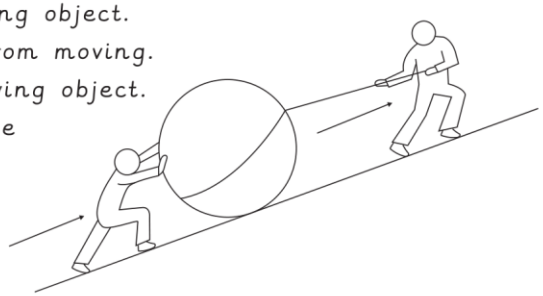
Science - Forces and magnets

A force is a push, a pull or a twist.

Forces can have the following effects:

- Starts an object moving.
- Changes the direction of a moving object.
- Speeds up a moving object.
- Stops an object from moving.
- Slows down a moving object.
- Changes the shape of an object.



Friction is useful when it:

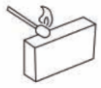
- Helps a car brake.
- Lights a match.
- Rubs out mistakes.
- Opens a jar.
- Brushes teeth clean.
- Sands down wood.



car braking



brushing teeth



lighting a match



rubbing out



sanding



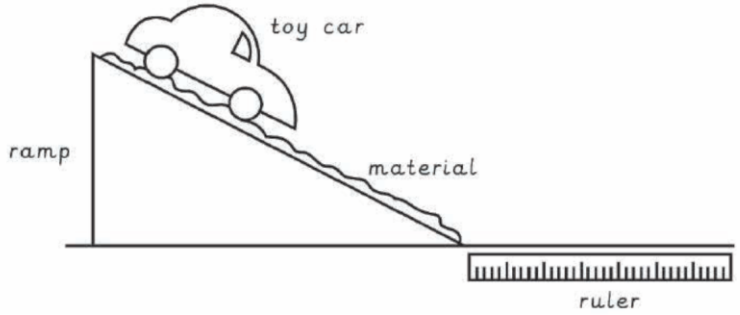
opening a jar

Contact forces are caused by contact between two surfaces.

Friction is a contact force that acts between surfaces that are sliding over one another.

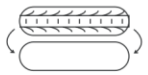
It acts in the opposite direction to motion.

The rougher a surface is, the more bumps it has and the more points of contact there are between the two surfaces. More points of contact create more friction. More friction leads to a greater slowing effect on the object.

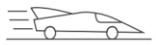


Friction is not useful when it:

- Slows down racing cars.
- Wears down car or bike tyres.



worn tyre



breaking speed records

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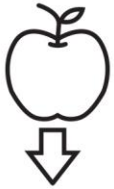
Science - Forces and magnets

Non-contact forces can act at a distance.

Examples of non-contact forces are:

- Magnetism.
- Gravity.

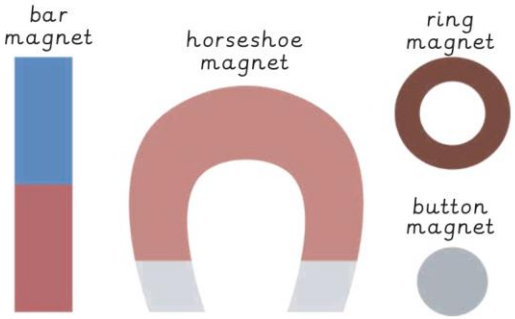


gravity



magnetism

There are different types of magnets. They can have different strengths.

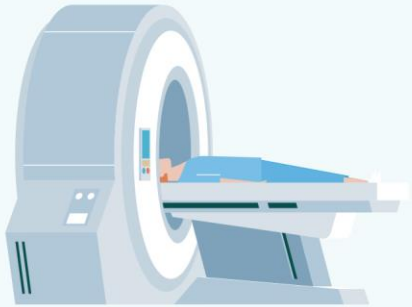


Magnets are used in compasses, fridge magnets, toys, jewellery, handbags, furniture, paints and polishes.





Electromagnets are magnets that can be turned on and off using electricity.



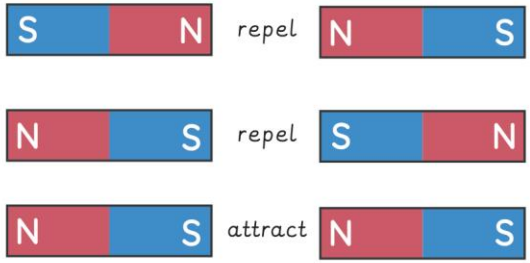
They are used in doorbells, speakers, motors, Maglev trains, MRIs and on cranes.

Magnetism is the non-contact force that comes from a magnet.



north pole south pole

Magnets have a **north pole** and a **south pole**. The opposite poles of magnets attract and like poles repel.



Magnetic materials are attracted to a magnet. Iron and nickel are magnetic metals. Objects that contain them will be attracted to a magnet.

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History - Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

AD (Anno Domini)*	The Latin for 'in the Year of the Lord', a term used to date the years after Jesus was born.
archaeology	Using remains to learn about the past.
barter*	To exchange goods without using money.
BC (Before Christ)*	A term used to date the years before Jesus was born.
hunter-gatherers	A group of people who move around hunting or collecting food.
settlement*	A place where people live together as a community.
trade*	The buying, selling and exchanging of objects and work.
tribe	A group of people with shared values and one leader.

Trade

Goods like bronze and copper were exchanged for other items. Trade between Britain and Europe increased during the Iron Age. To start with, bartering was used to exchange goods, but the arrival of the first coins ended this.

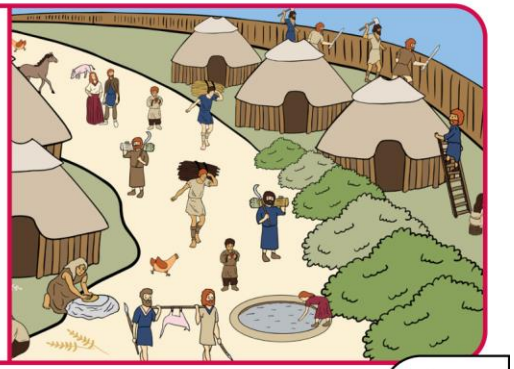


Settlements

In the Neolithic period, people started to live in groups together as communities. One example of this is Skara Brae.



By the Iron Age, people were living in community groups called tribes led by a chief or a king. These were often based around hill forts which were built to defend the tribe.



1

*key vocabulary

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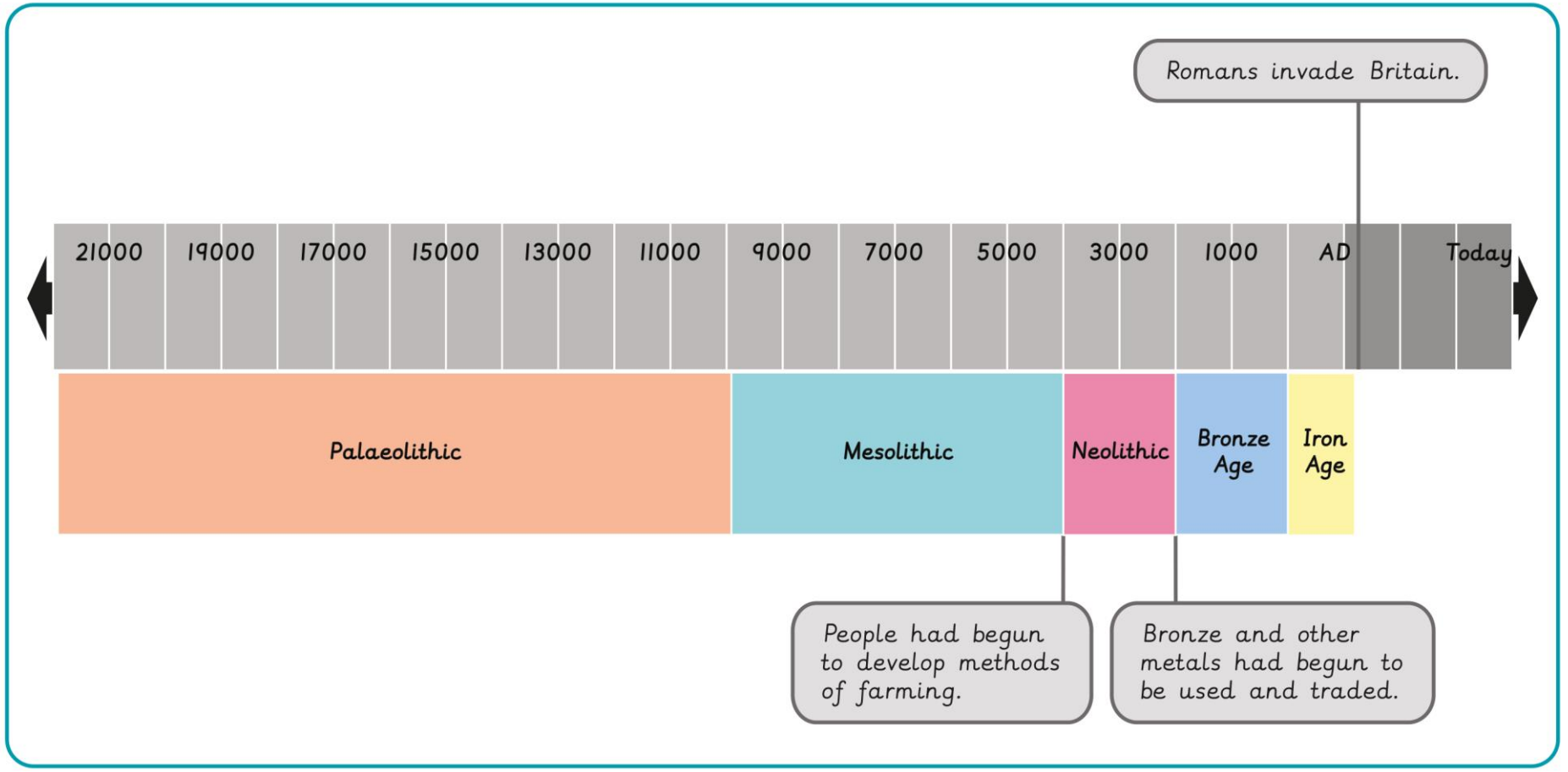
History subject skills: Ask questions • Investigate • Develop • Identify • Compare and contrast • Explore • Evaluate • Make deductions • Analyse

History - Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

Key events



2

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Geography subject skills: Locate • Investigate • Identify • Compare • Observe and record • Explore • Evaluate • Collect data

Geography - Why do people live near volcanoes?

Layers of the earth

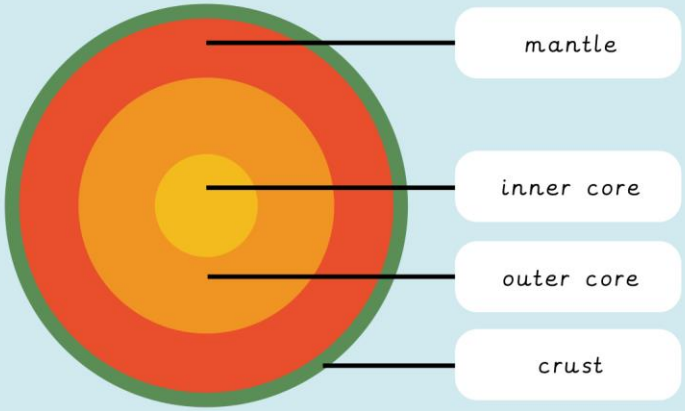
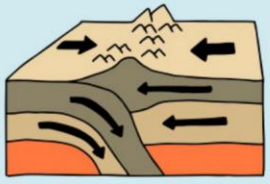
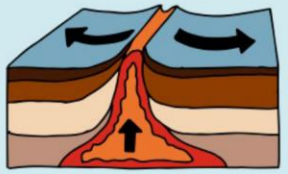


Plate boundaries



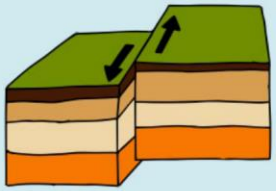
convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.



divergent

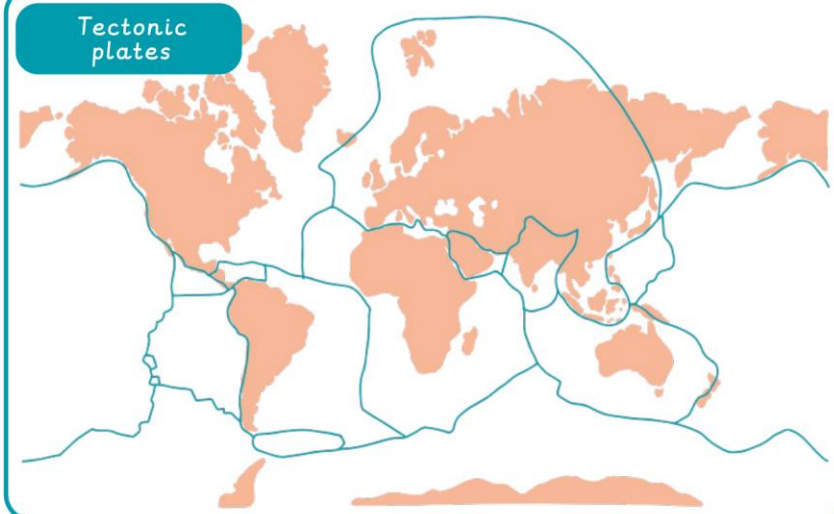
This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



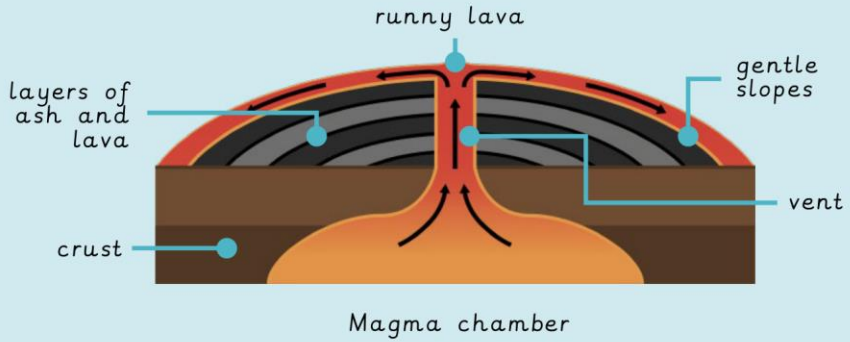
transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Tectonic plates



Shield volcano



A less-explosive, gently sloping volcano.

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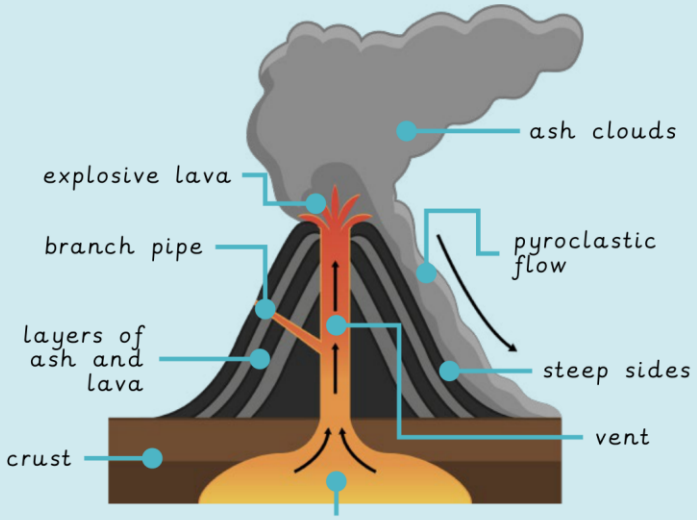
Geography subject skills: Locate • Investigate • Identify • Compare • Observe and record • Explore • Evaluate • Collect data

Geography - Why do people live near volcanoes?

Composite volcano



An explosive, steep-sided volcano.

Negative and positive effects of living near a volcano

Negative

- People may be injured or killed.
- Forests and farmland may be destroyed.
- Homes may be destroyed.
- Carbon dioxide emissions contribute to climate change.
- Ash clouds can pollute rivers, killing fish.
- Tsunamis and earthquakes may happen.

Positive

- Rich, fertile soil is created.
- New land is created over time from hardened lava.
- Volcanoes can be beautiful landscapes.
- Hot springs and skin-brightening mud attract tourists.
- Tourism to volcanoes creates jobs.
- Geothermal energy from the steam is environmentally friendly.
- Mining for precious stones and minerals around a volcano creates jobs and provides materials for making jewellery, electronics and other valuable products.

Volcano classification

active

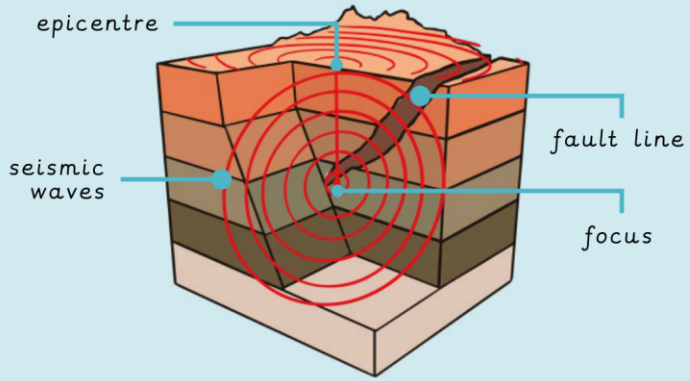
A volcano currently erupting or is likely to erupt soon.

extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

dormant

A volcano that may erupt again but has not erupted for a while.



earthquake

A shaking of the ground caused by tectonic plates moving.

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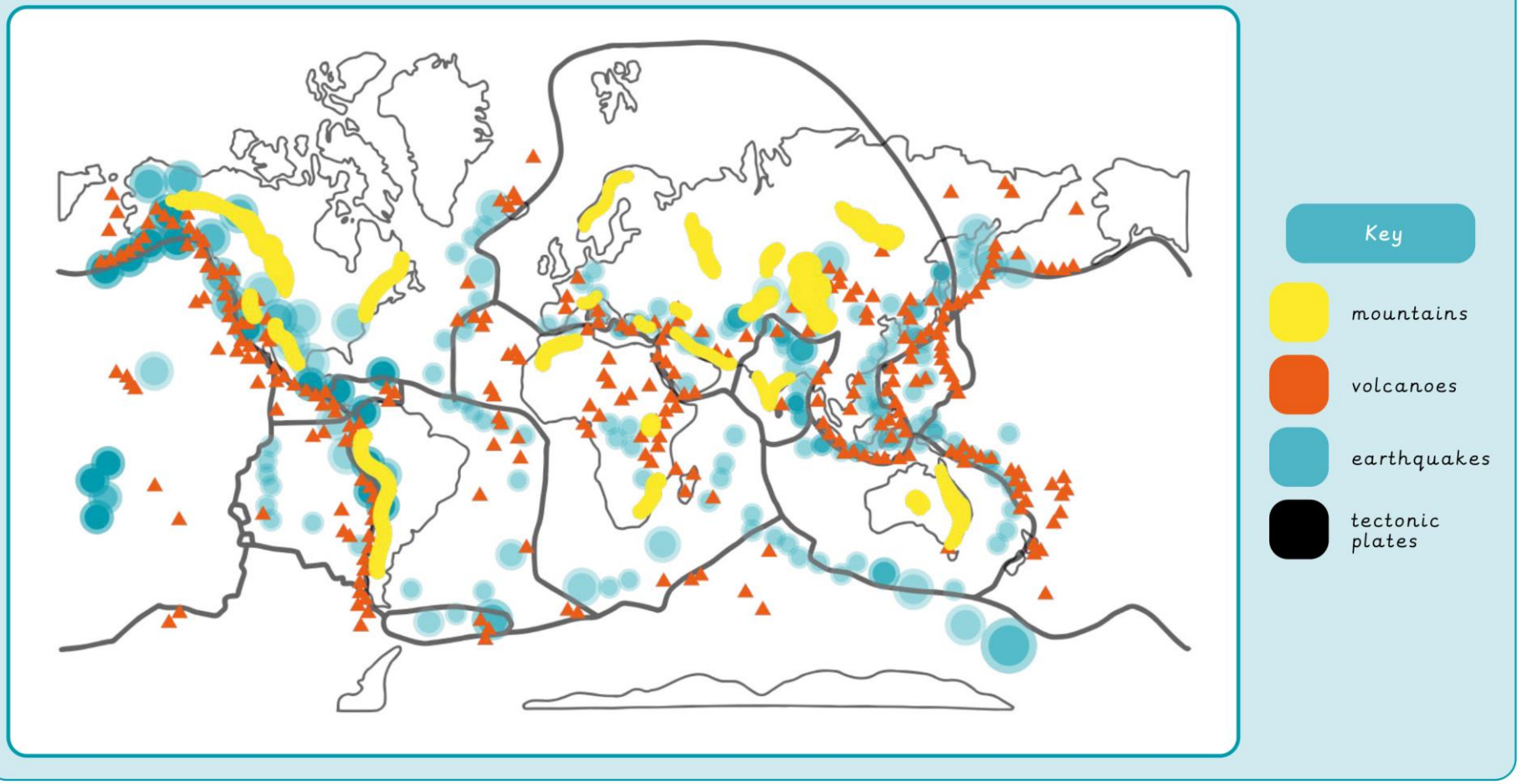
Geography subject skills: Locate • Investigate • Identify • Compare • Observe and record • Explore • Evaluate • Collect data

Geography - Why do people live near volcanoes?

Map of mountains, volcanoes and earthquakes



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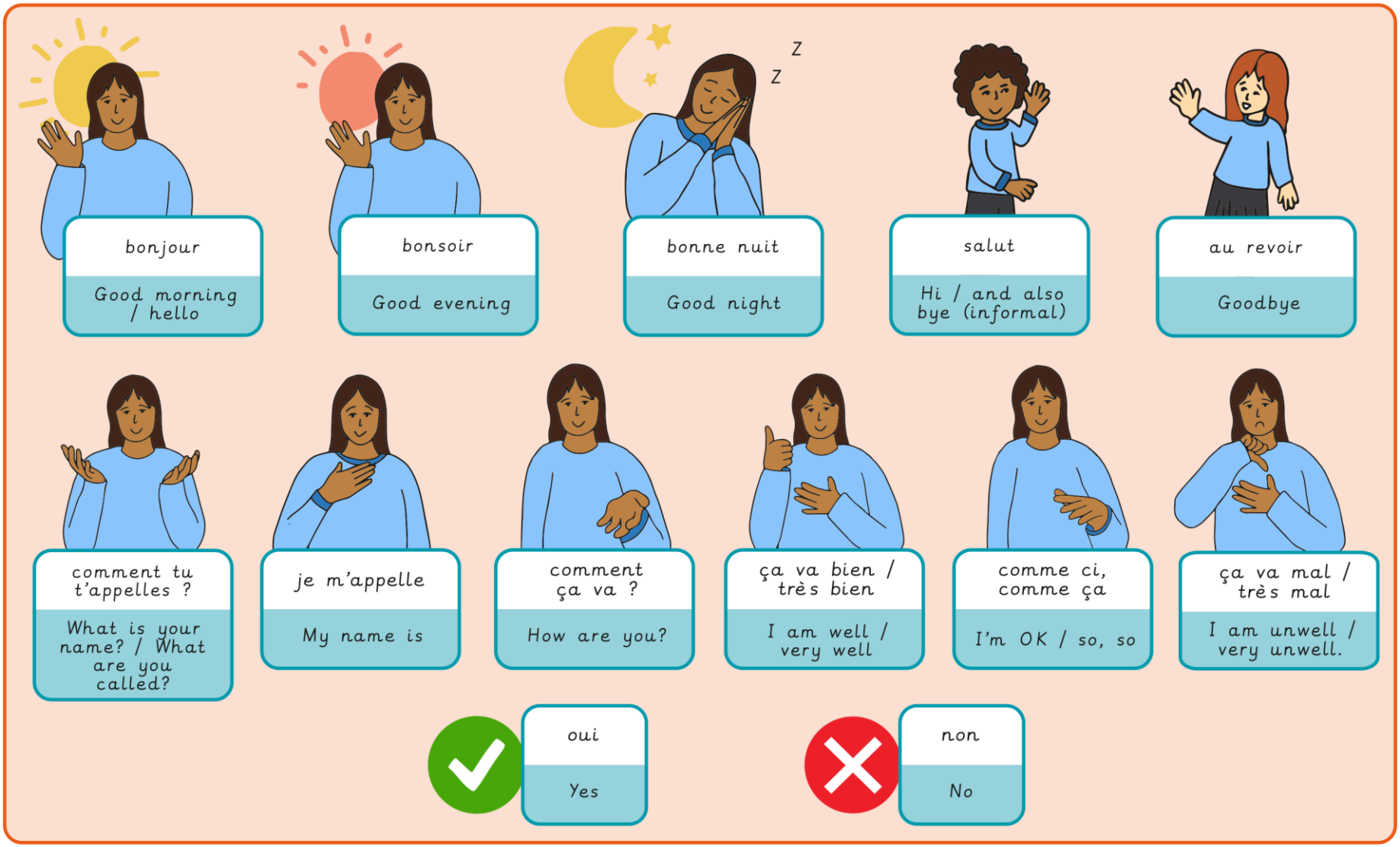
French - Year 3 - Greetings with puppets

Vocabulary and pictures



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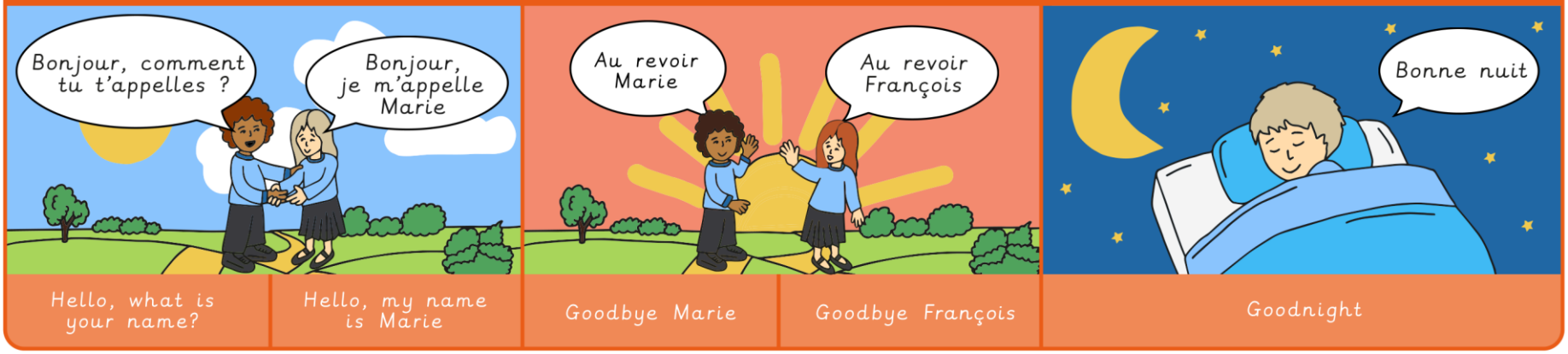
French - Year 3 - Greetings with puppets

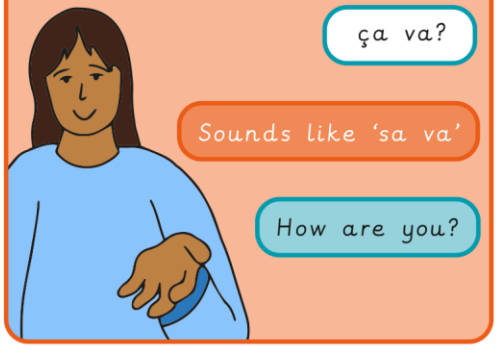
Sentence structure and phrases

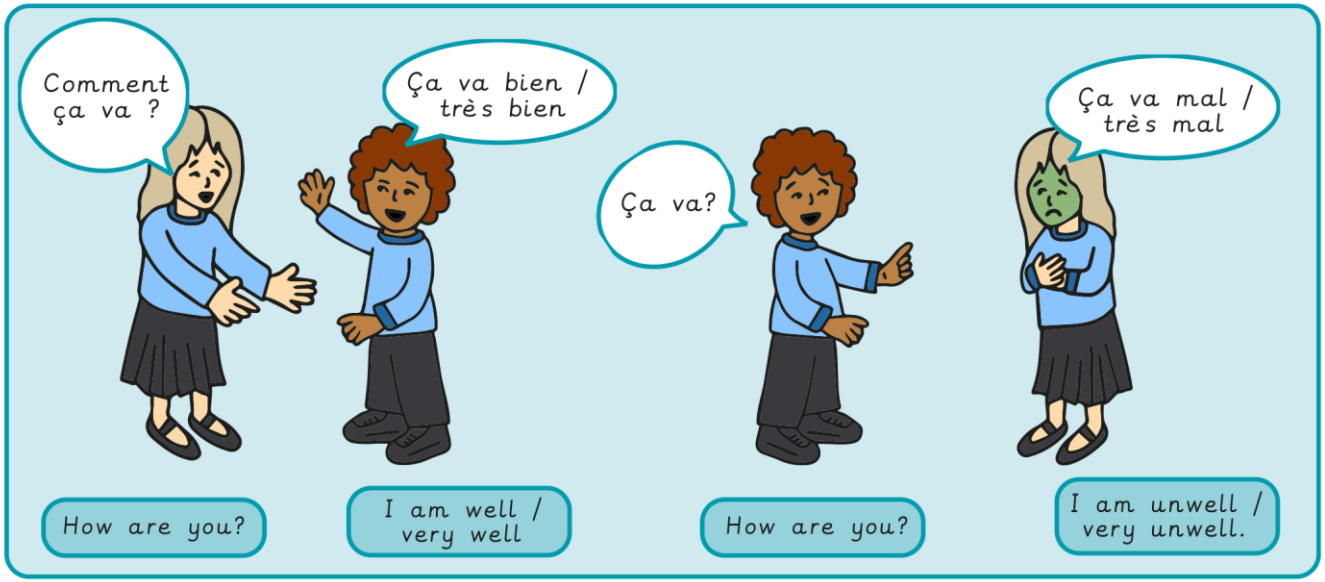
Different types of greetings are used depending on the time of day.



What does the ç cedilla accent do?

The cedilla accent **ç** makes the c soft (s) before an '**a**','**o**' and '**u**', in this case 'ça va?'





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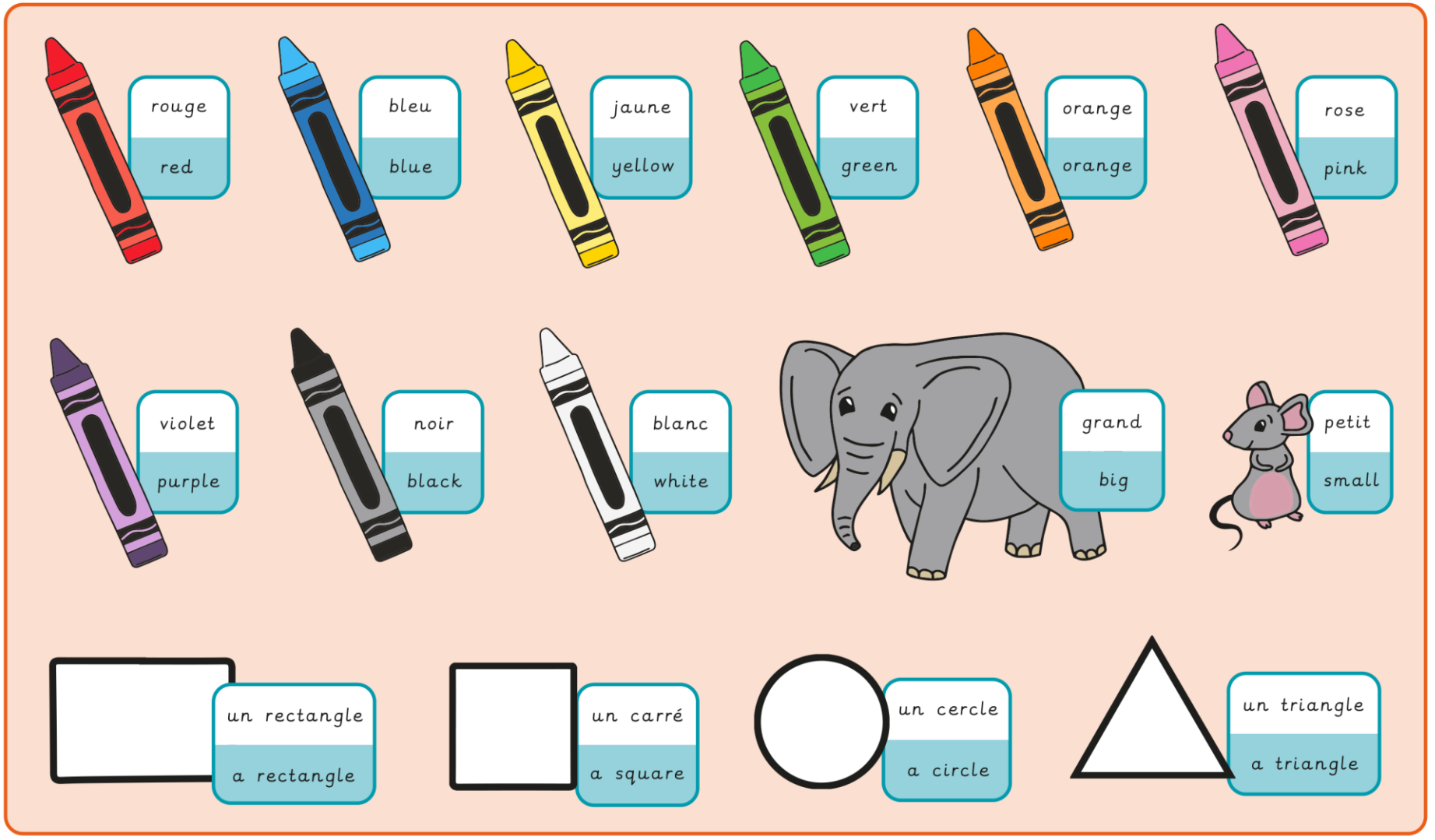
Year 3 - French adjectives of colour, size and shape

Vocabulary and pictures



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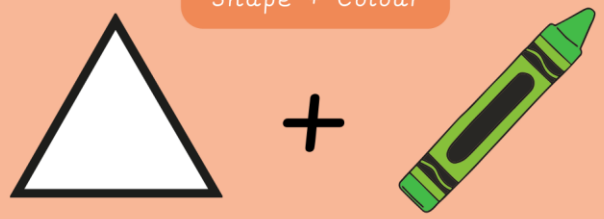
Year 3 - French adjectives of colour, size and shape

Sentence structure and phrases

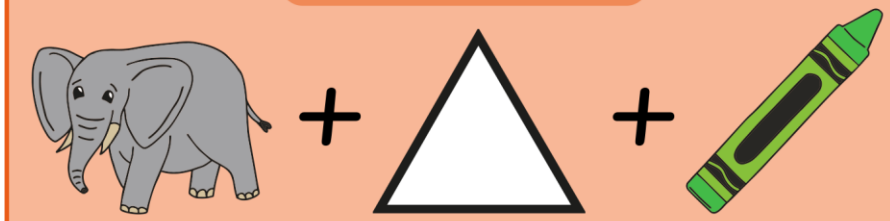
In French, adjectives of colour come after the noun

Shape + Colour



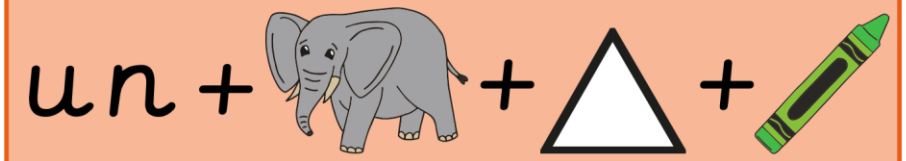
Adjectives of size comes before the noun as in English.

Size + Shape + Colour



Word order to describe a noun

un + size + shape + colour

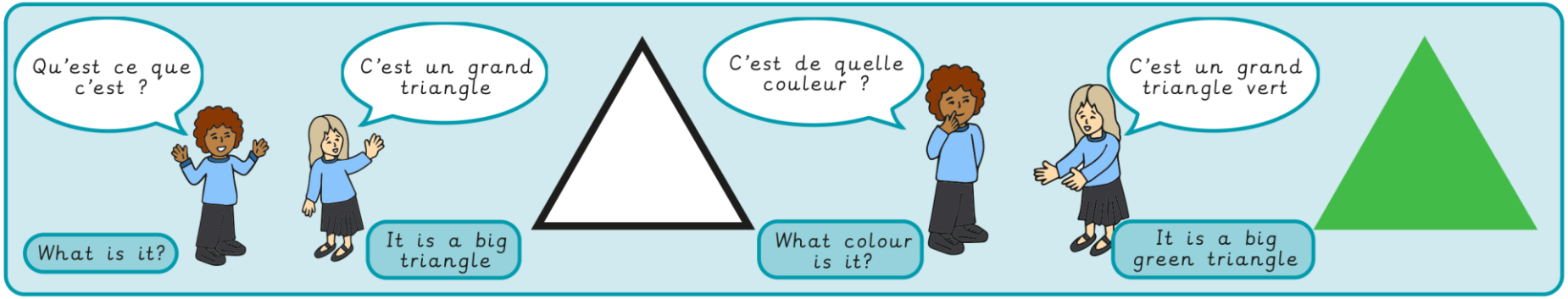


un grand triangle vert.

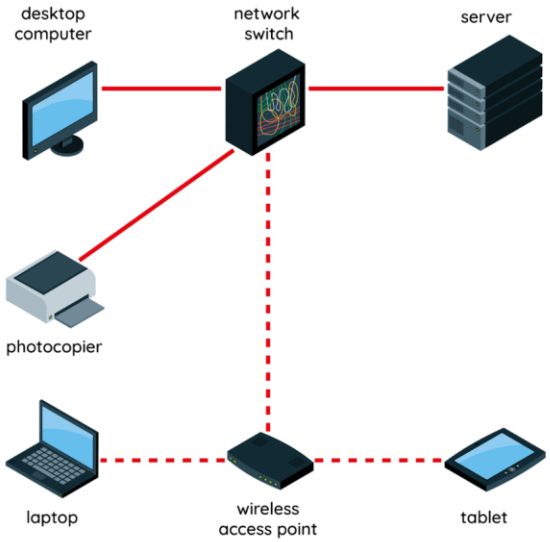
a big green triangle

An adjective is a word that describes a noun.

c'est	It is	merci	Thank you
je voudrais	I would like	s'il vous plaît	Please
qu'est ce que c'est ?	What is it?	c'est de quelle couleur ?	What colour is it?

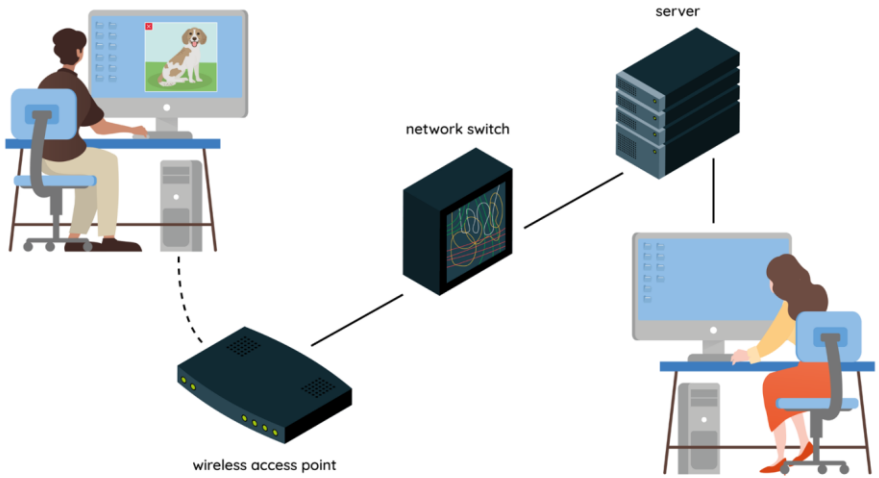


Computing - Networks



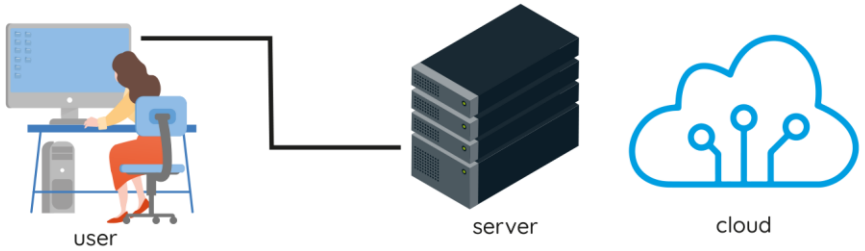
A network is made up of different devices.

When a file is shared, it travels through these devices on the network.





Different files can be sent through a network, including music, videos and photos.



When a user requests a website, the server retrieves its stored data and sends it back as the displayed website.

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Computing subject skills: Problem solve • Responsible • Digitally literate • Purposeful • Sequence

Computing - Networks

device	Equipment created for a certain purpose or job.
internet	A global network of computers and servers that share and exchange information.
network	Multiple devices connected via the internet or a local network to share files and information.
network switch	A device that deals with the movement of network information.
packet data	The transmission of data in small pieces over a network, which are then reassembled at their destination.
router	A device that provides internet access to a network via wired or wireless connections.
server	A computer that supplies data and information to other devices.
the cloud	Refers to data and files that are stored and accessed on servers via the internet.
user	An individual who uses a computer and its applications.
Wi-Fi	A wireless network connection that allows devices to connect without cables.
wired	A 'wired' device is connected to the network via cables.
wireless	A 'wireless' device connects to the network via signals.
wireless access point	A device that enables other electronic devices to connect wirelessly to the internet.

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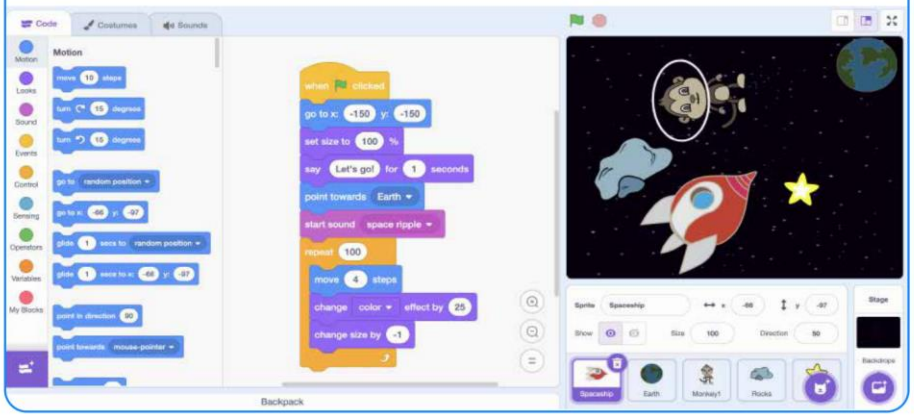
Computing - Programming: Scratch

The **algorithm** starts when the green flag is clicked. The spaceship moves to the top left corner and sets its size to 100%.

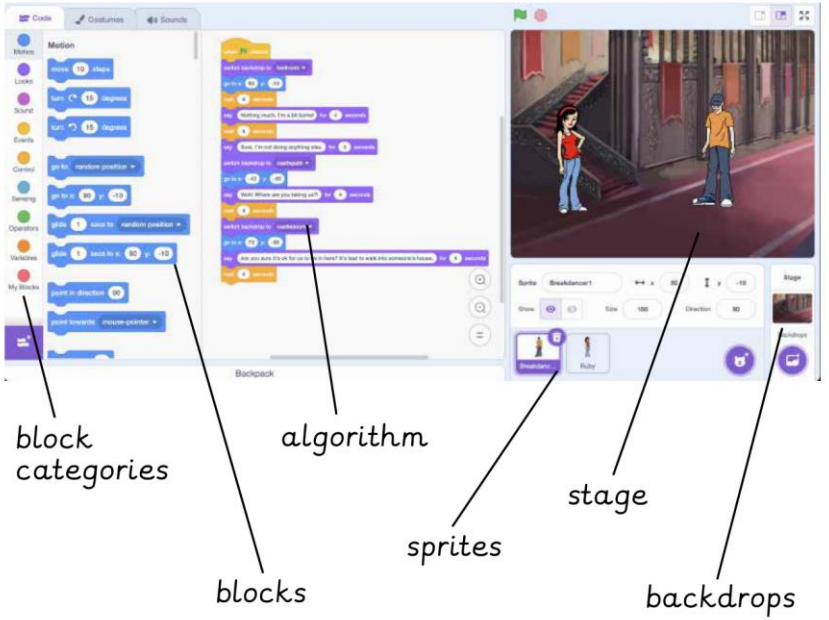
It says "Let's go!" for 1 second, then points towards Earth and plays a space ripple sound.

It then uses a **loop** to repeat the following sequence 100 times: move 4 steps, change colour and get smaller. This loop makes the spaceship look like it is flying through space.



Key facts

Scratch is a block coding program where you can make games and animations.



Code block colour key

motion | looks | sound | events | control

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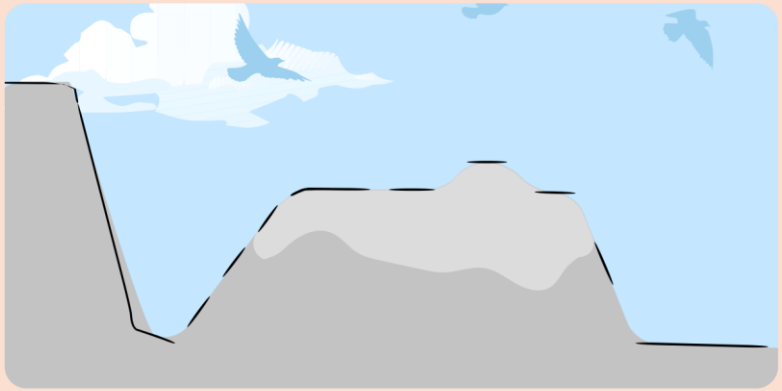
Music - Mountains

pitch	How high or low an individual sound is.
melody	The tune (e.g. a pattern of different pitches).
dynamics	The volume (e.g. loud and quiet).
practise	Repeating something to become better.

Composition

A composition is a piece of music that you make yourself. It is like telling a story but with sounds instead of words. A composition is written down so every time it is played, it sounds the same.

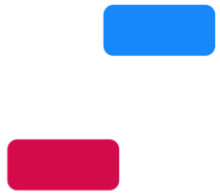


You do not have to be able to read music to be able to compose. You can write it down in whichever way makes sense to you!

Melodic movements



step
Two notes next to each other (e.g. C, D).



leap
Two notes that have a greater distance between them (e.g. C, G).



slide
A note smoothly moves to another note, passing through the pitches in between.



same
Two notes that have the same pitch.

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Knowledge organiser

Reading rhythms: Patterns and layers

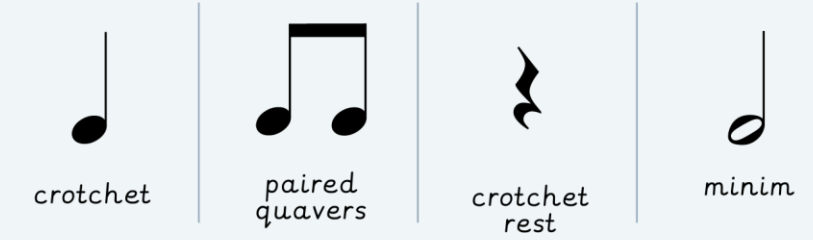
Words you will learn:

	**crotchet** A note worth one beat.
	**crotchet rest** A symbol that shows one beat of silence.
	**paired quavers** Two joined quavers that create one beat.
	**minim** A note worth two beats.
	**note** A symbol that can represent both pitch and duration.

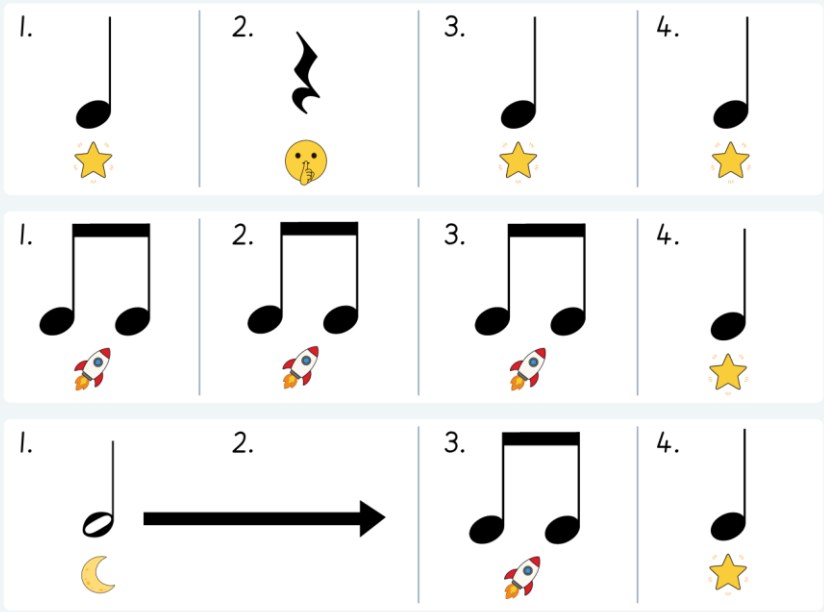
Words you may know:

beat	The steady rhythm that helps keep time.
rhythm	A pattern of long and short sounds.
body percussion	Making sounds and rhythms using parts of the body.

Notes and rests:



Four-beat patterns:



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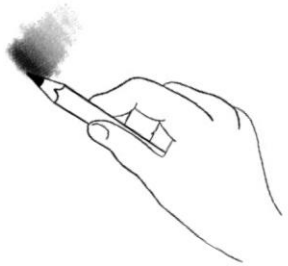
Art - Drawing: Developing drawing skills

Holding a pencil to shade



detail grip
(writing grip)



shading grip

Create smooth, even tones

Smooth changes between light and dark, achieved by gradual change of pressure when shading.



The four rules of shading:

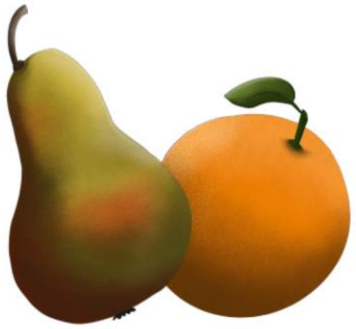
1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



sketching: Creating a simple, quickly-made drawing without many details.



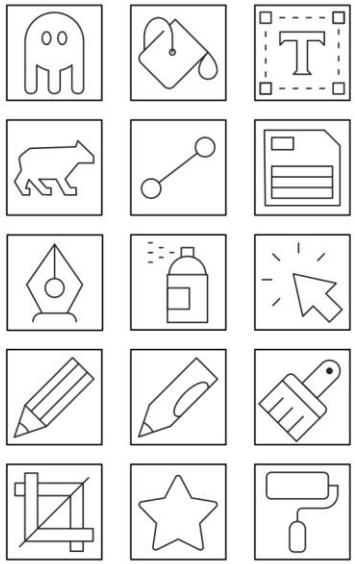
Use simple shapes when sketching a picture.



Artists:

- Yellena James.
- Katie Daisy.
- Edgar Degas.
- Dianne Sutherland.
- Sara Boccacini Meadows.

digital art: Art made using electronic devices and computers.



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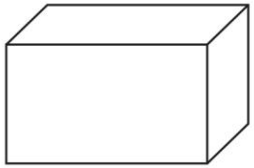
D&T – Product packaging

accurate	Correct, exact and without mistakes.
computer-aided design (CAD)	A computer program that helps people draw and design things on the screen instead of on paper.
feedback	Helpful information that says what works well and how something can be improved.
form	The shape or structure of something.
function	The purpose that something is designed to do.
net	The flat shape made when a 3D shape is unfolded.
shell-structure	A hollow shape with a thin outer layer.
tab	Small flaps on the sides of a net that are taped or folded and glued so a 3D shape holds together.
three-dimensional (3D)	An object that is not flat but has height, width and depth.

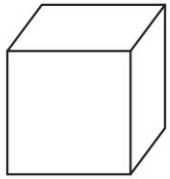
Sustainable means using things that do not harm the planet and can be reused or recycled.



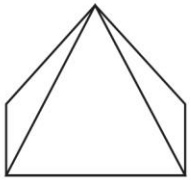
Product packaging can be made in different 3D shapes. Some examples are:



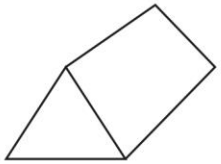
cuboid



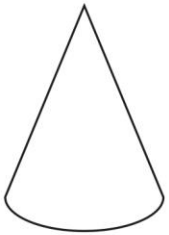
cube



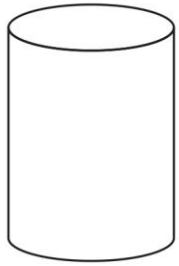
square-based pyramid



triangular pyramid



cone



cylinder

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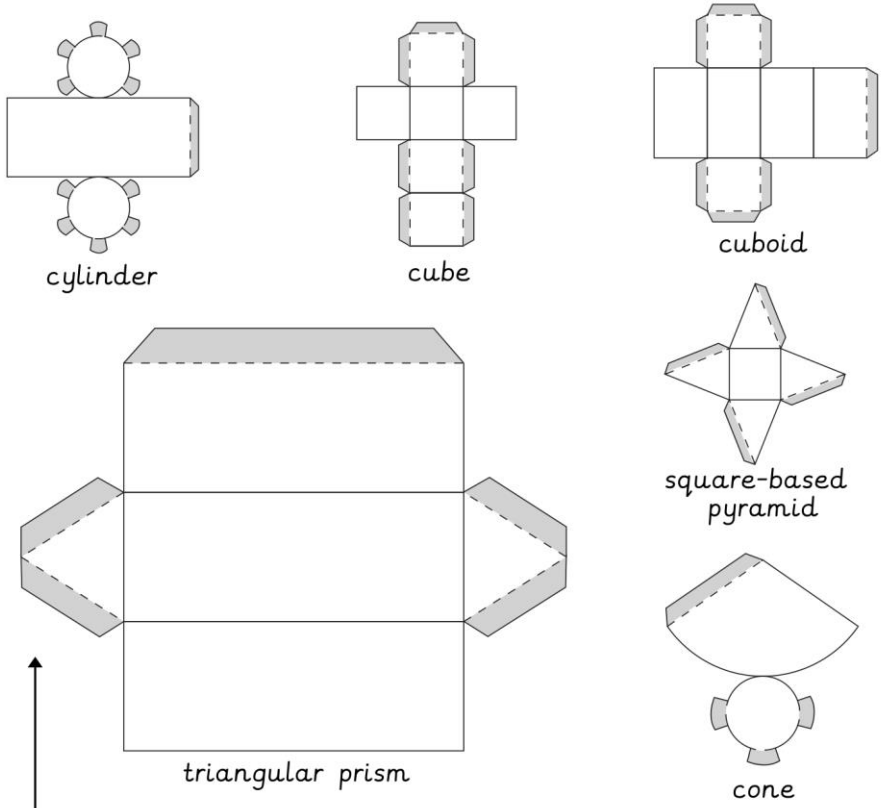
D&T – Product packaging

These are the nets for 3D shapes. When you fold and stick them together, they become 3D shapes.



These extra grey parts on the shapes are the tabs. They are used to stick the shape together.

Ribbing is a way of folding or adding extra layers to strengthen packaging.



Straws can be glued to card.



Then they are slotted into the packaging.

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PSHE subject skills: Discuss • Empathise • Listen to others • Sensitive • Brave • Accepting • Understanding • Share thoughts and ideas • Respect • Honesty

BEING ME IN MY WORLD

Jigsaw Jino's Journey

What are choices and consequences and why do we need them?



I will learn about...

- my strengths and achievements
- my rights and responsibilities in the class
- making responsible choices
- setting personal goals
- actions and consequences
- working as a team
- using my Jigsaw Journal
- seeing other people's viewpoints

I will explore...

- how to value myself and others
- recognising my feelings and other people's
- how to work cooperatively with my peers
- how choosing to follow the Learning Charter helps us

feelings
pride
self-respect
valued
lonely

achievement
personal
goal
rewards
affirm

fairness
group dynamic
courtesy
manners
include
exclude
welcome

responsibilities
solution
support
assertive
controlling

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PSHE subject skills: Discuss • Empathise • Listen to others • Sensitive • Brave • Accepting • Understanding • Share thoughts and ideas • Respect • Honesty

BEING ME IN MY WORLD

Jigsaw Jino's Journey

What could you do to work and play well with others?

Who can you go to for help when you need it?

My Thinking Pad

What have I learnt in this puzzle that helps me in our world?

I can make responsible choices in school such as...

Rules are important because....

they can help us to...

I can help my peers by...

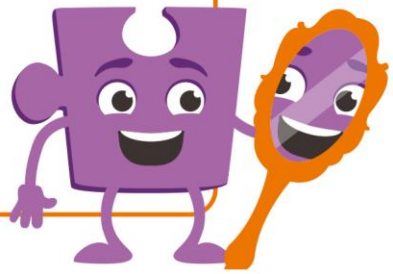
How might your behaviour affect how others feel and behave?

Looking back at my journey

Something important I learned...

I feel proud that...

A question I still have is...



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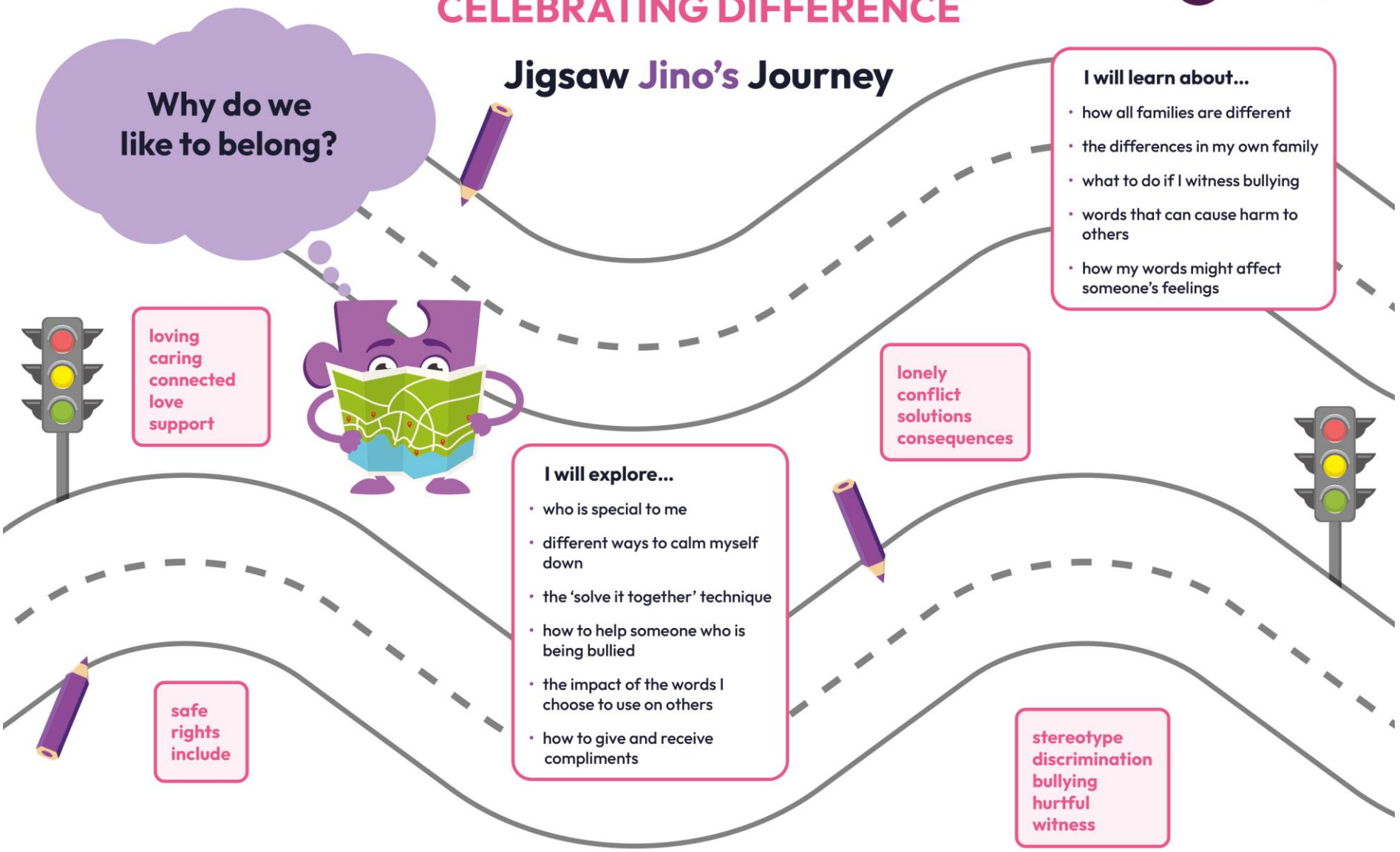
PSHE subject skills: Discuss • Empathise • Listen to others • Sensitive • Brave • Accepting • Understanding • Share thoughts and ideas • Respect • Honesty

CELEBRATING DIFFERENCE

Jigsaw Jino's Journey



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PSHE subject skills: Discuss • Empathise • Listen to others • Sensitive • Brave • Accepting • Understanding • Share thoughts and ideas • Respect • Honesty

CELEBRATING DIFFERENCE

Jigsaw Jino's Journey

What could someone do in a conflict situation to help make things better?

What could a person do or say if they noticed someone being bullied?

My Thinking Pad

What have I learnt in this puzzle that helps me to celebrate difference?

Conflicts can affect families and friendships by...

Every family is different because...

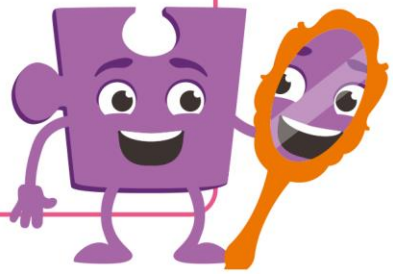
'Solve it together' means...

Looking back at my journey

Something important I learned...

I feel proud that...

A question I still have is...



What might someone do in a conflict that could make it worse?

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