



## Religious Education

# St. Mary's Catholic Primary School, Chiswick

## Year 3 – Mrs Norris and Miss Bryant

### Spring Term 2026

#### The Sacrament of Reconciliation:

##### Knowledge

Year 3 will discuss what it means to make wrong choices and how these choices could affect us and other people. They will learn how Jesus called people to turn away from sin and think about why this is important. They will learn what the Sacrament of Reconciliation is, think about what this Sacrament does for us and reflect on God's love and forgiveness.

##### Skills:

- Reflect on how Jesus calls us to change
- Identify ways we can change this Lent and make our own Lenten resolutions
- Understand what it means to say we are sorry
- Deepen awareness of how forgiveness makes a person whole again
- Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions.

#### Celebrating the Mass:

##### Knowledge:

Year 3 will know what happened at the Last Supper and reflect on how the Mass makes this real for us. They will understand what happens at the beginning of Mass and think about why we say 'sorry.' They will discuss the importance of the Readings at Mass and reflect on how we listen to God's Word. They will learn about what happens at the Offertory and the Consecration. They will understand that it is Jesus we receive in Holy Communion and reflect on this very great gift.

## Living & Learning, Inspired by our faith

### How you can help...

#### Reading

- Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record. Each child will be given a reading day and will be expected to bring in their book on that day. They will also be given the opportunity to change their book once they have read.
- Please use the bookband guide which is in your child's Reading Record to support your child with reading at home.
- Help your child to incorporate new vocabulary in their writing and spoken language.
- Continue talking to your child and questioning him/her about what they are reading to ensure they fully understand the text they are reading.
- Please try to monitor their reading habits, to ensure they are reading a range of authors and genres. Exposing them to different styles of writing will improve their own writing.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify ways we can make Sunday a special day</li> <li>- Appreciate all that we have to be thankful for</li> <li>- Understand how we should behave at Mass</li> <li>- Be aware of the most sacred parts of the Mass</li> <li>- Retell a narrative that is accurate in its sequence and details and that corresponds to the Scripture source used</li> <li>- Make links between; beliefs and sources, giving reasons for beliefs and for beliefs and worship, giving reasons for actions.</li> </ul>	<p>Some questions which could be asked:</p> <ul style="list-style-type: none"> <li>• Can you find the word/phrase which shows that the character is unhappy/disappointed/ecstatic/pleased?</li> <li>• Which word means the same as...?</li> <li>• In your own words, explain what the writer means when he says...</li> <li>• Why has the author written in this way?</li> <li>• What is the poem/information text trying to tell you?</li> <li>• Why has the author used this word?</li> </ul>
<b>PSHE/RSE</b>	<p><b>Emotional Well-Being:</b></p> <p><u>Knowledge:</u></p> <p>Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Learn to examine their feelings, and understand what causes them</li> <li>- Given techniques to scrutinise feelings</li> <li>- Reflect on their emotional well-being</li> <li>- Understand what fake reality is on media</li> <li>- Understand the meaning of gender stereotypes</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Complete the English homework each week. Ask your child to write the required number of spelling sentences.</li> <li>• Ensure your child focuses on forming lower-case letters using Kinetic Letters handwriting when completing their homework. The children should be using the style of handwriting which we have been teaching in school. Examples of the Kinetic Handwriting scheme we use on our class page on the website.</li> <li>• Challenge your child to use their new vocabulary from books in a sentence.</li> <li>• Allow your child to make errors in their work, encourage them to identify and edit these errors where necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>- Identify unwanted or risky behaviour</li> <li>- Learn how to build resilience.</li> </ul> <p><b>Religious Understanding:</b></p> <p><u>Knowledge:</u></p> <p>Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Understand the parable of The Prodigal Son and that God loves us, and that nothing will stop Him from loving us</li> <li>- Learn about different types of sin, and the importance of forgiveness in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Read through their work together and try to pick out a sentence or phrase that can be improved.</li> <li>• Encourage your child to include conjunctions in their sentences to create more detailed pieces of writing: because, although, until, since.</li> <li>• Encourage children to use a dictionary to check over spellings, particularly those which have been sent home as homework.</li> <li>• Encourage your children to edit their work before handing it in. The same level of quality and presentation is expected of homework as school work.</li> <li>• Children can jot down any interesting words or phrases, in their diary that they come across whilst reading to use later in their own writing – this is key to widening their vocabulary.</li> </ul>
<b>Reading</b>	<p><b>Our core text for the Spring Term is:</b></p> <p><b>The Bluest of Blues by Fiona Robinson:</b> Subtitled 'Anna Atkins and the First Book of Photographs' this picture book lovingly and creatively introduces the life of this 19<sup>th</sup> Century botanist, who found new ways to present her findings. Anna's childhood interest in plants was encouraged by her scientist father and she drew and recorded the treasures she found, for example amassing an enormous collection of seaweeds. She is acknowledged to be one of the first women in the world to take a photograph, none of which survive today.</p> <p><b>Please do not read this book with your child, we will be learning about inference and prediction which the children cannot do if they have already read the book.</b></p> <p><u>Knowledge:</u></p> <p>The children will have the opportunity to explore ideas in discussions, debates, and role-play. 'The Bluest of Blue" will offer the opportunity to explore the theme of photography, science and also pioneering women.</p>	<p><b>Spelling, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• When reading, identify <b>proper nouns, adverbs, fronted adverbials, verbs</b> and <b>connectives</b> in a paragraph. Ensure children know the meaning of these when identifying them.</li> <li>• Encourage your child to look over their work to check for capital letters and missing punctuation. Identify areas which your child could improve.</li> </ul>

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To ask questions to improve understanding of the text</li> <li>- To provide reasoned justifications for their views</li> <li>- To explore how an author uses language to create empathy for an issue</li> <li>- To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives</li> <li>- To check that the book makes sense to them, discussing their meaning of words in context and asking questions to improve their understanding</li> <li>- To discuss and evaluate the authors use of language and the impact this has on the reader</li> <li>- Increase familiarity with a range of books</li> <li>- Identify themes and conventions</li> <li>- Prepare play scripts to read aloud</li> <li>- Show understanding through intonation, tone, volume and action</li> <li>- Discuss words and phrases that capture readers' interest and imagination</li> <li>- Draw inferences about characters' feelings, thoughts, emotions and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Look over words which have been sent as spellings. Discuss ways in which your child can remember the spelling.</li> <li>• Identify patterns in spellings to help children remember when being tested.</li> </ul> <p><b>Maths</b></p> <p>Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer</p> <ul style="list-style-type: none"> <li>- Encourage them to persevere, and show their working out at all times</li> <li>- Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths</li> <li>- It is good to look at the maths homework and see what your child struggles with so that they have a good base understanding of maths as they go through Year 3. This is the time to fill any gaps they have so they are confident mathematicians and can effectively draw on all of their knowledge to solve problems</li> <li>- Practise the fast recall of the times tables, not necessarily in order</li> <li>- Practise rounding numbers to the nearest 10 and 100: 67 to nearest 10 is 70, to the nearest 100 is 100 etc</li> <li>- Go shopping with your child to buy two or three items. Ask them to work out the total</li> </ul>
<p><b>Writing</b></p>	<p><b>Knowledge:</b> We will be reading and listening to books to help the children to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> </ul>	

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>- Draft and write by composing and rehearsing sentences orally             <ul style="list-style-type: none"> <li>- In narrative create settings, characters and plot</li> </ul> </li> <li>-Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</li> </ul> <p><b><u>Kinetic Letters</u></b></p> <p>The children will continue to work on joining their writing using Kinetic Letters techniques. They will be taught that all letters are not joined and understand that by joining, the speed and legibility of their writing may change in the first instance. They will be taught to use joins in their handwriting lessons and be encouraged to join their independent writing at school and for homework.</p>	<p>amount spent and how much change you will get</p> <ul style="list-style-type: none"> <li>- Use a bus or train timetable. Ask your child to work out how long a journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later?</li> <li>- Encourage your child to tell the time to the nearest 5 minutes.</li> </ul>
<b>Spelling Punctuation and Grammar</b>	<p><b><u>Knowledge:</u></b></p> <p>The children will be taught a range of conjunctions, adverbs, prepositions, tenses and speech and how to use them correctly. We will also be introducing heading, sub- heading and paragraphs into their non- fiction writing. We will continue working on the above and encourage children to use them in their independent writing.</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Using word families based on common words, showing how words are related in form and meaning</li> <li>- Continue to build on our knowledge of conjunctions</li> <li>-Using adverbs, prepositions, tenses and speech in independent writing</li> <li>- Introduction to paragraphs as a way to group related material</li> <li>- Using headings and sub-headings to aid presentation.</li> </ul>	<p><b><u>Dates for the Diary:</u></b></p> <p>*****</p> <p>Term begins – Tuesday 6<sup>th</sup> January – 8.45am</p> <p>Year 3 Class Mass – Monday 2<sup>nd</sup> February – 10.00am</p> <p>Year 3 Class Assembly – Wednesday 4<sup>th</sup> February – 9.05am</p> <p>Children's Mental Health Awareness Week – week beginning Monday 9<sup>th</sup> February</p> <p>Author Visit in school – Eve Wersocki-Morris – Friday 13<sup>th</sup> February - am</p> <p>Half Term – Monday 16<sup>th</sup> -Friday 20<sup>th</sup> February</p> <p>Safer Internet Day – Tuesday 10<sup>th</sup> February</p> <p>Other Faiths' Week – Hinduism – week beginning Monday 23<sup>rd</sup> February</p>
<b>Mathematics</b>	<p><b><u>Knowledge:</u></b></p> <p>This term the children will complete units on Multiplication and Division, length and perimeter, fractions as well as mass and capacity. We will be using a range of concrete resources and manipulatives such as dienes, counters,</p>	

	<p>place value grids and digit cards during our work to help the children understand what they are doing. Alongside this, we will continue to use pictorial representations such as bar models and part whole models and encourage the children to use both concrete and pictorial work, leading to abstract work, which will help the children to reason and solve problems within the topics they are learning.</p> <p><b>Multiplication and Division: (continuation from the Autumn Term)</b></p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables</li> <li>- 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 methods to begin with and then progressing to formal written methods (column multiplication)</li> <li>- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems.</li> </ul> <p><b>Measurement: Length and Perimeter:</b></p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Measure the perimeter of simple 2D shapes.</li> </ul> <p><b>Number: Fractions (We will be continuing this topic in the Summer Term)</b></p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Understand the whole, the denominator of unit fractions and the numerator of non-unit fractions</li> <li>- Compare and order unit fractions, as well as non-unit fractions</li> </ul>	<p>School Photos – Friday 27<sup>th</sup> February</p> <p>Book Week – week beginning Monday 2<sup>nd</sup> March</p> <p>Year 3 Trip to Natural History Museum – Wednesday 11<sup>th</sup> March</p> <p>Whole School Mass (Y2-Y6) Feast of the Annunciation – Wednesday 25<sup>th</sup> March - 10:00 am - Church</p> <p>Parents' Evening - Thursday 26<sup>th</sup> March from 1:30pm (appointments in school)</p> <p>End of term – Friday 27<sup>th</sup> March - 1:15pm finish</p> <p>Summer Term begins – Monday 13<sup>th</sup> April – 8.45am. Children return to school wearing Summer uniform.</p>
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	<ul style="list-style-type: none"> <li>- Be able to place fractions on a number line, as well as counting fractions on a number line</li> <li>- Identify equivalent fractions on a number line, as well as equivalent fractions as bar models</li> <li>- Explore interpreting fractions and scales.</li> </ul> <p><b>Mass and Capacity:</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Children will learn to read scales, and learn to read mass in grams and kilograms</li> <li>- Understand equivalent masses, compare mass, as well as adding and subtracting mass</li> <li>- Measure capacity and volumes in litres as well as millilitres</li> <li>- Understand equivalent capacities and volumes, as well as comparing, adding and subtracting them.</li> </ul>	
<b>Science</b>	<p><b>Light:</b></p> <p><u>Knowledge:</u></p> <p>We will explore the difference between natural and artificial sources of light. The class will be given opportunities to sort and group different light sources based on these two categories. By the end of this step, they will give examples of natural light sources, such as the Sun and stars.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- To compare and group together different kinds of materials on the basis of their appearance and simple physical properties</li> <li>- To classify and present data to help answer questions</li> </ul>	

	<ul style="list-style-type: none"> <li>-To use results to draw a simple conclusion and suggest improvements</li> <li>- To use simple scientific equipment</li> <li>- To set up simple practical enquiries</li> <li>- To use systematic and careful observations using a range of equipment</li> <li>- To set up practical enquiries, comparative and fair tests (</li> <li>- To record findings using simple scientific language/ using tables (</li> <li>- To use results to draw simple conclusions and make predictions for new values</li> </ul> <p><b>Fossils:</b></p> <p><u>Knowledge:</u></p> <p>The class will explore both plant and animal fossils and how they have led scientists to discover important information about living things from the past. In the second step, children learn the process of fossilisation to answer the research enquiry into how fossils are formed.</p> <p><b>Soil:</b></p> <p><u>Knowledge:</u></p> <p>The class will explore different types of soil and what they are made up of. They will undertake simple practical activities such as closely observing the soils using hand lenses and drawing what is seen, sieving the soils to separate the larger and smaller matter and adding water to the soil to see if any parts float or sink. Testing different types of soil will allow children to describe their features and compare them.</p>	
<b>P.E.</b>	<p><b>PE</b> will take place on <b>Wednesdays and Thursdays</b>. Please ensure that your child wears a fully labelled PE kit on these days. On Wednesdays children will learn tennis this term.</p> <p><b>Sports Hall Athletics:</b></p> <p><u>Skills:</u></p>	

	<ul style="list-style-type: none"> <li>-Learn the basics of sports hall athletics, including activities, rules and safe use of equipment</li> <li>-Develop running, jumping and throwing skills through a range of activities</li> <li>-Improve agility, balance and coordination</li> <li>-Take part in both individual and team event, developing confidence and teamwork</li> <li>-Show good sportsmanship, effort and resilience to improve their own performance</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>- Develop accurate passing and catching skills</li> <li>-Understand the importance of moving into space</li> <li>- Practice core netball skills such as footwork and pivoting</li> <li>-To apply defending skills such as marking and intercepting the ball in small sided games</li> <li>-Learning the importance of communication and teamwork in sport</li> </ul>	
<b>Music</b>	<p><b>Music Theory:</b></p> <p><u>Knowledge:</u></p> <p>This course provides an introduction into the understanding of music theory using keyboards. Pupils will explore key foundational skills such as composition and improvisation. Pupils will begin to learn to read and play music using western standard notation.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Pupils can identify a quaver, crotchet and minim</li> <li>- Pupils know where C, D and E are on the treble clef stave</li> </ul>	

	<ul style="list-style-type: none"> <li>-Pupils can compose short melodies using a pre-chosen set of notes</li> <li>- Pupils can explain what dynamics and tempo are.</li> </ul> <p><b>Keyboards:</b></p> <p><u>Knowledge:</u></p> <p>The children will use electronic keyboards to explore scales, rhythm, stepwise movement, expression and melodic structure. Pupils will then explore notation and the history of music further by performing a variety of different songs across the course.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Pupils can play a C major scale</li> <li>-Pupils can perform simple rhythms following rhythmic notation</li> <li>- Pupils understand what stepwise movement is.</li> </ul>	
<b>Computing</b>	<p><b>Online Safety:</b></p> <p>During this term the children will also continue to develop their use of the Chrome Books, including logging on, using Chrome and using the internet to research safely.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Recognising how social media platforms are used to interact</li> <li>-Recognising that different information is shared online, including facts, beliefs and opinions</li> <li>-Learning how to identify reliable information when searching online</li> <li>-Learning how to stay safe on social media</li> <li>-Considering the impact technology can have on mood.</li> </ul>	

**Foundation Subjects****History: Why did the Romans settle in Britain?**Knowledge:

In this topic the class will explore what Britain had to offer the Romans, how they changed Britain and the success of the Roman army.

Skills:

- Understand that history is divided into different periods
- Explain similarities and differences between daily lives of people in the past and today
- Recall some important people and events
- Use a range of sources to find out about a period
- Identify primary and secondary sources
- Identify the bias of a source
- Identify the links between different societies
- Identify the consequences of events and the actions of people.

**Geography: Who lives in Antarctica?**Knowledge:

In this topic the class will learn about position and significance of lines of latitude. They will describe the location (physical and human features).

Skills:

- Locate key physical features in countries studied including significant environmental regions
- Locate some key human features in countries studied
- Finding the position of the Equator and describing how this impacts our environmental regions

- Describe how and why humans have responded in different ways to their local environments
- Discuss climates and their impact on trade, land use and settlement
- Use the scale bar on a map to estimate distances
- Explain why different locations have different human features
- Explain why people might prefer to live in an urban or rural place.

### **Art and Design: Growing Artists**

#### Knowledge:

In Art the children will learn about the use of shapes, shading, and texture in art to enhance their drawing skills. The topic emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art. This topic is closely linked to 'The Bluest of Blue', our Power of Reading text.

#### Skills:

- Know the difference between organic and geometric shapes
- Use simple shapes to form the basis of a detailed drawing
- Use shading to demonstrate a sense of light and dark in their work
- Shade with a reasonable degree of accuracy and skill
- Blend tones smoothly and follow the four shading rules
- Collect a varied range of textures using frottage
- Use tools competently, being willing to experiment
- Generate ideas mostly independently and make decisions to compose an interesting frottage image
- Make considered cuts and tears to create their ideas

- Understand how to apply tone, with some guidance about where to use it
- Draw a framed selection of an image onto a large scale with some guidance
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

### **Design and Technology: Constructing a Castle**

#### Knowledge:

The children will design and construct their own 3D castles, thinking about key features which need to be included and using their knowledge of 3D shapes.

#### Skills:

- Draw and label a simple castle that includes the most common features
- Recognise that a castle is made up of multiple 3D shapes
- Design a castle with key features which satisfy a given purpose
- Score or cut along lines on the net of a 2D shape
- Use glue to securely assemble geometric shapes
- Utilise skills to build a complex structure from simple geometric shapes
- Evaluate their work by answering simple questions.