



Religious Education

St. Mary's Catholic Primary School, Chiswick Year 3 – Miss Hamilton and Miss Bryant Autumn Term 2026

Creation and Covenant

In this branch, we will revisit the first story of Creation from the book of Genesis. The central teaching point of the first Creation account in this branch is that God says it is good. Creation is God's gift, his blessing. Children will learn that humanity is good, made in the image and likeness of God - 'imago Dei' - male and female. We will discuss equality and what being 'made in the image of God' implies for how people care for each other and themselves. Children will know that in his letter about caring for our common home, Pope Francis reminds us of the importance of the first account of Creation. He also calls on all people to develop better habits of caring for Creation. Children will make connections to the natural world, fostering curiosity, awe, and wonder about the natural world and their place within the created order. They will make connections between the first Creation story, the belief in the equality of all people, and the Catholic Social Teaching principle of human dignity. Children will also explore stewardship, linking Genesis 1:26-31 with actions people can take today, as outlined in Pope Francis' *Laudato Si* (LS 88).

Understand:

- Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.
- Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. (RVE)
- Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. (RVE)
- Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues'). (RVE)
- Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.
- Recognise that in *Laudato Si*, Pope Francis teaches that human-beings are called to have a loving relationship with God, with each other, and with the world.

Discern:

- Imagine how caring for the world could change the world for the better.

Living & Learning, Inspired by our faith

How you can help...

Reading

- Please continue to sign your child's reading diary every day, using the 'New words...' section to help the children 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 ensure that you are still hearing them reading aloud, so that you can see that they are reading with understanding, fluency, expression and pronouncing words correctly.
- 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.

Please use the book band guide which is in your child's reading record to help you support your child with reading at home.

Some questions which could be asked:

	• Think about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (RVE) • Suggest meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). • Wonder why the author of the first story of Creation suggests a holy day. (RVE) Respond: • Make connections between experiences where people have not been treated equally and how this felt. (RVE) • Spend time wondering about the blessings of Creation in their own lives. (RVE) • Reflect on the prayerful words studied that give thanks for Creation. (RVE) Prophecy and Promise The focus of this branch splits into two themes: one is understanding what happens at Mass, and the other focuses on the Nativity according to St Matthew, which introduces pupils to Joseph and St Matthew's gospel. Teaching about the Mass follows from the theme of Creation by relating to the 'holy day' of the seven days of Creation and linking the fruits of Creation with the presentation of the gifts at Mass. In this branch, children will explore how Catholics celebrate the Mass, learning about its structure - from the Introductory Rites, to the Liturgy of the Word, and the Liturgy of the Eucharist—and becoming familiar with the special prayers, symbols, and actions that mark the service. In the second half of the term, the focus will be Prophecy and Promise. We will be exploring Joseph's trust in God and learning about the messages brought by angels in the Gospels of Matthew and Luke, linking these to the prophecies of Isaiah. We will consider how the themes of Advent and Christmas represent hope and faith for Christians. Our Catholic Social Teaching principle for this term will be the <i>Preferential Option for the Poor</i>. During Advent, children will learn how they can make a difference by helping others in need. Through this theme, they will explore ways to support and uplift those who are less fortunate, reflecting the spirit of compassion and generosity that Advent calls us to embrace. Understand: • Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. • Give a simple description of how Catholics celebrate the Mass. • Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. • Recognise how Joseph puts his trust in God when the angel appears. • Make links between the angel's message about Jesus and the words of the prophet Isaiah. • Recall that angels bring God's message in the gospels of St Matthew and St Luke	- Can you find the word/phrase which shows that the character is unhappy/ disappointed/ ecstatic/ pleased? - Which word means the same as...? - In your own words, explain what the writer means when s/he says... - Why has the author written in this way? - What is the poem/information text trying to tell you? - Why has the author used this word?
--	---	--

	Discern: - Talking, asking, and answering questions about their experiences of liturgies and the Mass. - Consider how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action. - Talking, asking, and answering questions about Joseph and Mary trusting in God. - Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians. Respond: - Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels. - Reflecting on what Sunday Mass means for Christians.	
PSHE/RSE	PSHE and RSHE: We will follow our lessons from TenTen: Living Life to the Full Plus. We will begin with our first module, Created and Loved by God. Within this module, children will explore the individual. They will understand that we are made in the image and likeness of God and develop an understanding of the importance of valuing themselves as the basis for personal relationships. Unit 1 Religious Understanding Unit 2 Me, My Body, My Health Unit 3 Emotional Well-Being Unit 4 Life Cycles Individual lessons and content can be viewed on the parent portal. Details of how you can do this can be found on our website in the curriculum section under Relationships Education.	<u>Writing</u> - Challenge your child to use their new vocabulary from books in a sentence. - Allow your child to make errors in their work, encourage them to identify and edit these errors where necessary. - Read through their work together and try to pick out a sentence or phrase that can be improved. - Encourage your child to include conjunctions in their sentences to create more detailed pieces of writing: because, although, until, since. - Encourage children to use a dictionary to check over spellings, particularly those which have been sent home as homework - 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. - Children can jot down any interesting words or phrases, in their diary that they come across whilst reading to use later in
Reading	<u>Our core texts for the Autumn term are:</u> Fly, Eagle Fly an African Tale by Christopher Gregorowski, illustrated by Niki Daly: an uplifting picture book about an eagle raised among chickens. A powerful and uplifting African tale of fulfilment and freedom brought to life by stunning illustrations. Ug, Boy Genius of the Stone Age by Raymond Briggs: provides opportunities to explore comic books and how specific language and text features such as speech bubbles, illustration and bold text are used to continue the story.	

Skills:

- To identify themes and conventions in a wide range of books
- To prepare drama pieces to read aloud and to perform, showing understanding through intonation, tone, volume and action
- To discuss words and phrases that capture the reader's interest and imagination
- To check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- To ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- To predict what might happen from details stated and implied
- Make comparisons between fiction and non-fiction books
- Understand the difference in text features of fiction and non-fiction texts
- Check for understanding through class discussions, comprehension focus and exploring the meaning of particular words
- Ask questions to improve understanding
- Draw inferences from characters actions to infer their feelings as well as their motivations
- Make accurate prediction before, during and after reading and justifying using text examples
- Explore language and how it contributes to meaning
- Discuss how figurative language can impact the meaning for readers.
- To identify how language, structure, and presentation contribute to meaning

Summary:

We will be using our Reading sessions to develop our comprehension skills - vocabulary, retrieve, summarise, infer, predict, link ideas, effect of language, compare - using images and clues in the written language of the text to provide evidence for our answers.

Please do not read these books with your child until we have finished this unit as it prevents them from being able to infer and predict if they know what happens in the story.

their own writing – this is key to widening their vocabulary.

Maths

Practice KIRFs with your child every day. These will be available on the homework page every half-term.

- Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.
- Encourage them to persevere, and show their working out at all times.
- Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths.
- It is good to look at the maths homework and see what your child struggles with so that they have a confident understanding of maths as they go through the 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.
- Practise the fast recall of the times tables, not necessarily in order.
- Practise rounding numbers to the nearest 10 and 100: 67 to nearest 10 is 70, to the nearest 100 is 100 etc
- Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.
- 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?

		- Encourage your child to tell the time to the nearest 5 minutes. - Practice the weekly mental arithmetic task that has been set each week. Please refer to the half termly KIRF's (Key Instant Recall Facts) which will be found on the Year 4 page of the website. <u>Maths Mastery</u> -Encourage investigative thinking, questioning, discussion and application -Use precise mathematical vocabulary -Make connections across mathematical ideas These are just a few ideas to get you started. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it. <u>Dates for the Diary:</u> ***** Season of Creation – 1st September – 4th October Beginning of Year School Mass – Tuesday 8th September – Y3-6 10.00am at Church Week beginning Monday 14th September – Clubs begin (Breakfast Club and After School Care begins Thursday 3rd September)
Writing	<u>Skills:</u> - Plan our writing by discussing ideas with peers - Write for different purposes and audiences - In narratives, to create settings, characters and plot - In non-narrative material, to use simple organisational devices [for example, headings and sub-headings] - To organise paragraphs around a theme - To begin to experiment with vocabulary to enhance our writing - To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - To proofread for spelling and punctuation errors <u>Summary:</u> We will be using different stories (including our class novel <i>Ug</i>) as stimuli to write fiction pieces of writing including poetry and narratives as well as non-fiction pieces of writing including procedure.	
Handwriting	We will continue with our kinetic letters handwriting scheme, focusing on developing a fluent, legible and consistent handwriting style. Children will be taught to form the required diagonal and horizontal strokes to join letters and understand which letters are best left unjoined.	
Spelling Punctuation and Grammar	The children will begin with a Ready to Write Unit recapping noun phrases, sentence work, expanding sentences, commas, apostrophes, past and present tense. We will then move on to- - Determiners	

	- Conjunctions <u>Spelling:</u> - Words from statutory Year 3 and 4 Spellings - words containing /i/ sound using /y/ - words containing /u/ sound using /ou/ - words containing /k/ sound using /ch/ - words containing /sh/ sound using /ch/ - words containing /k/ sound using /que/ - words containing /g/ sound using /gue/	Jeans for Genes Mufti Day – Friday 18th September PTA Community Cultural Celebration – Sunday 20th September – Parish Centre Fairtrade Fortnight – Monday 21st September RSE Consultation for parents – Thursday 24th September – 2.30pm
Mathematics	This term the children will complete units on Place Value, Addition and Subtraction, Multiplication and Division. We will be using a range of concrete resources and manipulatives such as number lines, tens frames, cubes 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 base ten 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. Number: Place Value -To identify, represent and estimate numbers using different representations -To find 10 or 100 more or less than a given number -To recognise the place value of each digit in a three-digit number (hundreds, tens and ones) - To compare and order numbers up to 1000 - To read and write numbers up to 1000 in numerals and words - To solve number problems and practical problems involving the above. Number: Addition and Subtraction - To add and subtract numbers mentally including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. - To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	Y3 Meet the Teacher Meeting – Tuesday 29th September – 2.45pm Black History Month – October – Thursday 1st October National Poetry Day – Thursday 1st October October Rosary – Tuesdays throughout October Flu Vaccinations – Friday 9th October KS2 Reading Workshop – Thursday 15th October – 2.45pm Online Parents' Evening – Tuesday 20th October – 1.30pm onwards RISE Theatre – Treasures Within Day – Thursday 22nd October Half Term – week beginning Monday 26th October – Friday 30th October

	- To estimate the answer to a calculation and use the inverse operations to check answers - To solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. Number: Multiplication - To count from 0 in multiples of 4,8,50 and 100 - To recall and use multiplication and division facts for 3,4 and 8 multiplication tables - To write and calculate mathematical statement for multiplication and division using the multiplication tables previously taught, including two-digit numbers multiplied by one-digit numbers, using mental and progressing to formal written methods such as the grid method and column method. NOTE: Multiplication and Division will begin this term and will be carried on during the Spring Term	PTA Autumn Festival – Saturday 31st October – 12.00-3.00pm Children In Need MUFTI Day Friday 13th November Anti-Bullying Week – week beginning Monday 16th November KS2 Carol Service – Tuesday 15th December – 5.00pm at Church Class Christmas Parties – Thursday 17th December End of term – Friday 18th December – 1.15pm
Science	Animals Including Humans: Skeletons <u>Knowledge:</u> - name and identify bones in the human body - describe the function of the skeleton - name and identify bones in a range of animals <u>Skills:</u> - identifying animals with and without a spine - comparing skeletons Nutrition <u>Knowledge:</u> - identify different food groups - describe the five food groups <u>Skills:</u> - compare diets - explain the importance of a balanced diet Rocks <u>Knowledge:</u> - identify and classify different types of rocks	

	- test rocks <u>Skills:</u> - carry out a local survey	
P.E.	<u>Skills:</u> - find space to move into within a game. - hit a ball with a range of different bats/racquets. - balance on pads and points. - make a range of different shapes when balancing. - use all parts of the body when travelling in different ways. - create own stretching routine to prepare for gymnastics. - can jump one foot to two feet and one to the other. - combine shapes and balances in a performance. - perform a range of rolls with a good level of accuracy. - perform given routines from memory, performing all the elements in the correct order.	
Music	<u>Knowledge:</u> Children will get to know what it is like to play as part of an ensemble, working alongside their peers to play a cohesive musical arrangement. They will build on their technical music skills whilst learning to play a variety of instruments from Keyboards, Glockenspiels, Boom whackers, African drums and other percussion. They will focus on multiple popular songs and gain performance confidence alongside their developing musicality and listening skills. Children will also focus on the Ukulele and develop their knowledge of how to play different rhythms and pitches in order to play a selection of nursery rhymes and popular songs as an ensemble or as soloists before moving on to creating their own rhythmic and pitch patterns. <u>Skills:</u> - identify different instrument types and names. - identify the difference between melody and accompaniment. - play along in time. - respond to different tempos. - recognise and vocalise the difference between Major and Minor chords/keys.	

	- recognise how both dynamics and expression can change the feelings of the song for the performer and the listener. - identify that the Ukulele comes from Hawaii. - play a Ukulele by strumming it and hold it correctly. - understand that pitch means how high or low a musical sound is. - name the note lengths of a crotchet and a quaver. - know the different between a rhythmic and pitch pattern. - play a fretted note. - identify the main parts of a Ukulele and what they are called.	
Computing	Using the Chrome Books Children will learn how to log onto the Chrome Books. Children will be able to use a keyboard and a mouse. Children will be able to search for a website using Google. Children will be able to type sentences.	
Foundation Subjects	History: Stone Age to Iron Age Children will be able to - understand that prehistory was a long time ago. - accurately place AD and BC on a timeline. - identify conclusions that are certainties and possibilities based on archaeological evidence. - explain the limitations of archaeological evidence. - use artefacts to make deductions about the Amesbury Archer's life. - identify gaps in their knowledge of the Bronze Age. - explain how bronze was better than stone and how it transformed farming. - explain how trade increased during the Iron Age and why coins were needed. - identify changes and continuities between the Neolithic and Iron Age periods. - explain which period they would prefer to have lived in, providing evidence for their choice.	

Geography: People who live near volcanoes

Children will be able to

- name all four layers of the Earth in the correct order, stating one fact about each layer.
- explain one or more ways a mountain can be formed.
- give a correct example of a mountain range and its continent.
- describe a tectonic plate and know that mountains occur along plate boundaries.
- correctly label the features of shield and composite volcanoes and explain how they form.
- name three ways in which volcanoes can be classified.
- describe how volcanoes form at tectonic plate boundaries.
- explain a mix of negative and positive consequences of living near a volcano.
- state whether they would or would not want to live near a volcano.
- state that an earthquake is caused when two plate boundaries move and shake the ground.
- explain that earthquakes happen along plate boundaries.
- list some negative effects that an earthquake can have on a community.
- observe, digitally record and map different rocks using a symbol on a map.
- identify rock types and their origins based on collected data.

Art and Design: Prehistoric Painting

In Art children will

- recognise the processes involved in creating prehistoric art.
- explain approximately how many years ago prehistoric art was produced.
- use simple shapes to build initial sketches.
- create a large-scale copy of a small sketch.
- use charcoal to recreate the style of cave artists.
- demonstrate good understanding of colour mixing with natural pigments.
- discuss the differences between prehistoric and modern paint.
- make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
- successfully make positive and negative handprints in a range of colours.
- apply their knowledge of colour mixing to make natural colours.

Design and Technology: Electrical Systems

Children will learn to explain what information design is and understand its impact, considering what could happen if we had no signage, posters or written communication in public places of interest.

- Research and choose a specific Ancient Roman topic on which to base their initial poster ideas.
- Complete design criteria based on a client's request.
- Roughly sketch four initial poster ideas, indicating where a bulb will be located for each.
- Review their initial ideas against the design criteria and peer feedback, developing a final design.
- Assemble an electric poster, including a functional, simple circuit with a bulb, following a demonstration.
- Acknowledge, with a brief explanation, the need to mount the poster using corrugated card.
- Test that the simple circuit works by adding a battery.

Modern Foreign Languages: Italian

- Greetings
- Introducing yourself
- Colours
- Numbers to 20
- Seasons – Autumn
- The alphabet
- School objects
- Food
- Christmas in Italy