

Curriculum Overview

Year 3

Year 3 at William Law CE Primary School

This document will cover:

- Foundation curriculum overview
- Maths - Autumn overview
- Reading & Writing overview for Autumn
- Writing & SPAG progression for the year
- Reading skills for Autumn
- History overview for Autumn
- Science One & Two overview for Autumn
- Computing overview for Autumn
- PSHRE overview for Autumn
- DT overview for Autumn

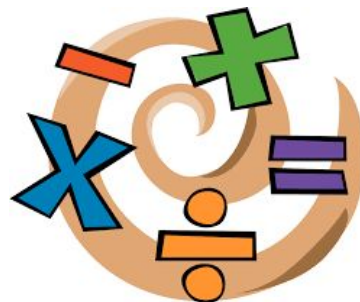
The Curriculum in Year 3

The Foundation
curriculum for
Year 3

| | | | | | | | | | | | | |
|-----------|---|--|---|---|--|--|---|---|---|---|---|---|
| Y3 | Geography UK study Countries and regions / cities Geography 1.2; 1.5; 2.5; Geography 3.3 | Science Function of parts of flowering plants and requirements of plants for life including life-cycle of plants Science 1.2; 1.5; 2.1; 2.5,3,4,5,5 | History Changes in Britain from the Stone Age to the Iron Age | Science Rocks and fossils- compare and group History 1.4 (fossils) History 3.2 Geography 3.6 | Geography European Study Major Cities and Countries and the 4 regions History 3.4 (Italy) Geography 3.1; 3.6 (Italy; Iceland) | Science Animals: humans (nutrition) Science 2.4 Science 3.4 Science 4.1 | Geography Volcanoes & earthquakes Geography 3.3 (Italy; Iceland) Science 3.2 Geography 5.3 | Science Animals: humans (muscles & skeleton) Science 3.3 | History The Roman Empire and its impact on Britain (Settlers) | Science Light and shadows Science 6.2 | History The Roman Empire and its impact on Britain (Invaders) | Science Forces & magnets Science 5.3 |
| | Art <u>Gestural Drawing with Charcoal</u> | PE Fundamentals Fitness | DT Mechanical systems- Pneumatic Toys | PE Outdoor Adventurous Activities Gymnastics | Art <u>Cloth, Thread, Paint</u> | PE Ball skills Dance | DT Cooking and Nutrition- Fasting Seasonally Linked to Come Dine with Me. | PE Netball Dance | Art <u>Telling stories through drawing and making</u> | PE Tag Rugby Tennis | DT Structures- Constructing a Castle. | PE Athletics Rounders |
| | PSHRE Introduction lesson Family and relationships | Computing <u>Computing systems and networks 1</u> Networks and the internet | PSHRE Family and relationships Health and wellbeing | Computing <u>Programming</u> Programming: Scratch | PSHRE Health and wellbeing Safety and the changing body | Computing <u>Systems and Networks 2</u> Emailing | PSHRE Safety and the changing body Citizenship | Computing <u>Systems and Networks 3</u> Journey inside a computer | PSHRE Citizenship | Computing <u>Creating Media</u> Video Trailers | PSHRE Economic wellbeing Transition lesson | Computing <u>Data Handling</u> Comparison cards databases |
| | RE People of faith, courage and commitment | Music Environment – composition skills Sounds – exploring sound RECORDER | RE What is Trinity? | Music Human body - exploring structure Singing French – exploring pitch RECORDER | RE Why is prayer important to Muslims? | Music Ancient Worlds - exploring structure In the past – exploring pitch. RECORDER | RE What do Christians call the day Jesus died? | Music Building – exploring beat Poetry – performance RECORDER PRODUCTION | RE When Jesus left what was the impact of the Pentecost? | Music Food and drink performance Communication composition RECORDER | RE How do people express their religious and spiritual ideas through art? | Music China – exploring pitch Time – exploring beat. RECORDER |
| | MFL – French Hocus le dinocroc story 1 (skills & vocabulary relating to greetings, colours, numbers, names, French phonics) | MFL – French Hocus le dinocroc story 2 (skills & vocabulary relating to days, classroom instructions, the nativity, French phonics) | MFL – French Hocus le dinocroc story 3 (skills & vocabulary relating to body parts, French phonics) | MFL – French Hocus le dinocroc story 4 (skills & vocabulary relating to the weather, Easter celebrations, French phonics) | MFL – French Hocus le dinocroc story 5 (skills & vocabulary relating to musical instruments, how are you, French phonics) | MFL – French Hocus le dinocroc story 6 (skills & vocabulary relating to animals, playground games, French phonics) | | | | | | |

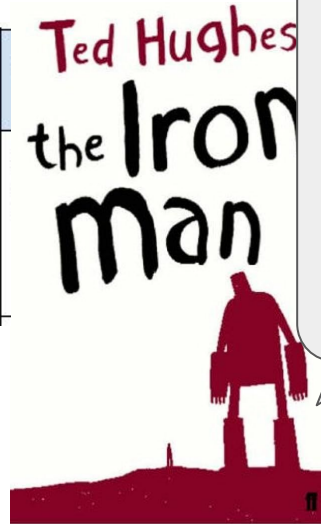
Maths coverage in Year 3 Autumn term

| Number and Place Value | Number – Addition and Subtraction | Number – Multiplication and Division |
|---|---|--|
| <ul style="list-style-type: none"> Identify represent and estimate numbers using different representations. Recognise the place value of each digit in a three-digit number. Compare and order numbers up to 1000. Solve number problems and practical problems with increasing larger numbers. Count in multiples of 2-9, 50 and 100. <p><u>Ready to progress objectives</u></p> <p>3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other threedigit multiples of 10.</p> <p>3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</p> <p>3NPV-3 Reason about the location of any threedigit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p> <p>3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p> | <ul style="list-style-type: none"> Add and subtract numbers mentally including a 3-digit number and ones, a 3-digit number and tens, and a 3-digit number and hundreds. Add and subtract numbers up to three digits using the formal written methods of column addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. <p><u>Ready to progress objectives</u></p> <p>3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p>3AS-1 Calculate complements to 100.</p> <p>3AS-2 Add and subtract up to three-digit numbers using columnar methods.</p> <p>3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p> | <ul style="list-style-type: none"> Count in multiples of 2-9, 50 and 100. Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables. Multiply 2-digit numbers by a 1 digit number using the formal written layout. Solve problems involving multiplying and dividing including positive integer scaling problems and correspondence problems in which N objects are connected to M objects. <p><u>Ready to progress objectives</u></p> <p>3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number</p> <p>3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p> <p>3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p> |

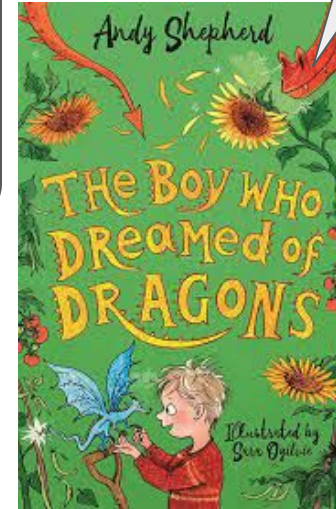


The Book Spine in Year 3 for Autumn term

| | Autumn Term 1 | Autumn Term 2 |
|-----------------------|--|--|
| <u>Year 3</u> | | |
| Core text for Reading | Shared Reading- <i>The Iron Man</i> - Ted Hughes | Shared Reading: <i>The Boy Who Dreamed of Dragons</i> - Andy Shepard |



Within Autumn term one, we will be studying **The Iron Man** by Ted Hughes.



Within Autumn term two, we will be continuing to read some more fantasy fiction with **The boy who dreamed of dragons** by Andy Shepard.

Writing and SPAG in Year 3

| | | |
|-----------------------------|-------------------------------------|--|
| Genre (model text, purpose) | Narrative- The day the crayons quit | <p>Explanation text- T4W model - Why dragons are afraid of Mice</p> <p>Poetry- T4W model - Wish a spell by Brion Moses</p> |
|-----------------------------|-------------------------------------|--|



We work on a weekly rotation of SPAG.

We do 4 lessons of spelling a week. All of which are focused on one spelling pattern.

We then do SPAG recaps at the start of every lesson of English.

AUTUMN TERM YEAR 3 Writing SKILLS

| Composition | Grammar and Punctuation | Spelling and Handwriting |
|--|---|---|
| <ul style="list-style-type: none"> In non-narrative writing use simple devices such as bullet points, headings and sub headings. Begin to organise writing into paragraphs around a theme. | <ul style="list-style-type: none"> To use many correct uses of apostrophe for contracted form. To use adverbs in writing. Use past and present tense mostly correctly and consistently, including present perfect tense. (He <i>has gone</i> out to play instead of he <i>went</i> out to play. Begin to express time, place or cause using prepositions. Use frontal adverbials of time To use a range of conjunctions to write subordinate clauses. | <ul style="list-style-type: none"> Begin to spell correctly some words from the year 3 and 4 spelling list. To spell some words with pre-fixes correctly. All letters formed correctly and the right way around. To use a neat, joined handwriting style with increasing accuracy. To use a dictionary to check spellings. |

Yr3 Reading skills coverage for Autumn

| Year 3 | Step 10 Autumn | Step 11 Spring | Step 12 Summer | End of year expectations |
|--|---|--|--|---|
| | <p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <p>- To check that the text makes sense.</p> <p>- To ask questions to improve understanding.</p> | | | |
| Word Reading | <p>- I can read an increasing number of exception words.</p> <p>- I can read aloud using a range of strategies appropriately, including decoding, to establish meaning.</p> <p>- I can apply my increasing knowledge of root words, prefixes and suffixes.</p> | <p>- I can read an increasing number of exception words.</p> <p>- I can read aloud with expression and intonation taking into account punctuation.</p> <p>- I can apply my increasing knowledge of root words, prefixes and suffixes.</p> | <p>- I can read an increasing number of exception words.</p> <p>- I can read aloud with intonation and expression, taking into account higher grade punctuation.</p> <p>- I can apply my increasing knowledge of root words, prefixes and suffixes.</p> <p>- I can test out different pronunciations of longer words.</p> | <p>- Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>- test out different pronunciations of longer words.</p> |
| Range of texts <p>- Be introduced to a range of authors that they might not choose themselves</p> <p>- Be able to select own books (and be taught how to do so)</p> <p>- Continue to develop a positive attitude to reading and understand what is read.</p> <p>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>- Read books that are structured in different ways and reading for a range of purposes.</p> <p>- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> | | | | |
| Comprehension | <p>- I can summarise and explain the main points in a text.</p> <p>- Begin to use knowledge of alphabet to locate information and meaning (dictionary/index).</p> | <p>- I am able to quote directly from the text to support thoughts and discussions.</p> <p>- I can increasingly use knowledge of alphabet to locate information and meaning.</p> | <p>- I can locate information by skimming (for a general impression and scanning) to locate specific information).</p> <p>- I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</p> | <p>- Retrieve and record information from fiction and non-fiction.</p> <p>- Use dictionaries to check the meaning of words that they have read.</p> |
| | | | | |
| Themes and Conventions | <p>- I can briefly summarise the difference between a fiction and non-fiction text, giving examples.</p> | <p>- I am beginning to identify the difference between a wider range of non-fiction text types (e.g. instructions).</p> | <p>- I can identify differences between different fiction and non-fiction genres.</p> | <p>- Identify themes and conventions in a wide range of books.</p> |



Outcome - Range of Texts

-Be introduced to a range of authors that they might not choose themselves

-Be able to select own books (and be taught how to do so)

- Continue to develop a positive attitude to reading and understand what is read.

-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books

-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

- Read books that are structured in different ways and reading for a range of purposes.

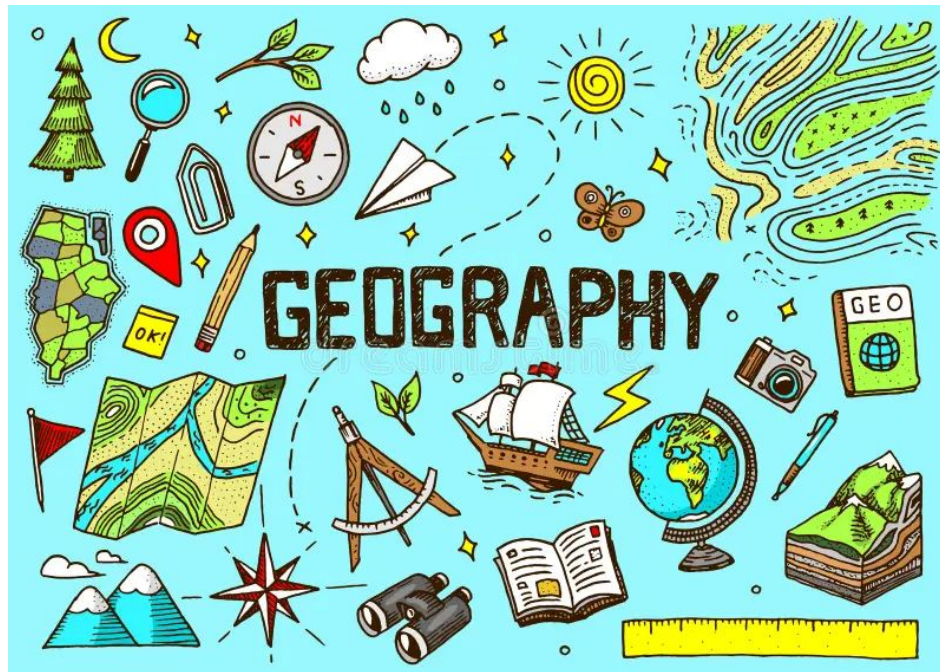
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Geography for Autumn Term

Y3

UK Study Countries and regions / cities

- Locate the world's countries (in relation to UK)
- Name and locate countries of the UK
- Name and locate major cities in the UK
- Name and locate the regions within the UK
- Locate and describe the human and physical features if a UK country
- Locate and describe the human and physical features of a region
- Identify and explain patterns in land use
- Identify the similarities and differences between different regions
- Use a variety of maps at different scales
- To use population distribution maps and land use maps
- Use symbols and keys
- To be able to plan fieldwork / research and measure quantitative human and physical features
- To be able to use fieldwork / research to record and present human and physical features



Science For Autumn Term: Plants

How does this link to our existing knowledge?

What will we be learning next.

What we already know:

Year 1: Naming trees and plants

Year 2: What is needed for growth and changes over time?


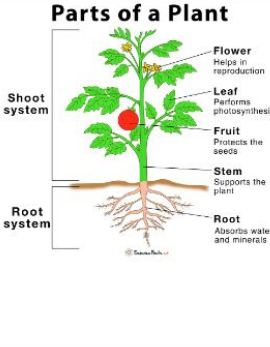


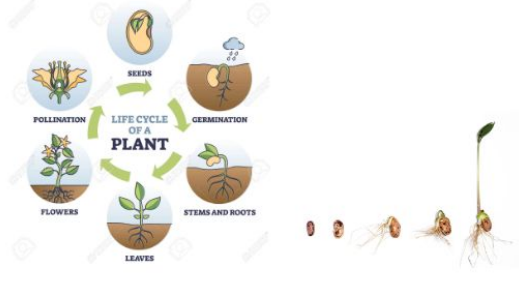

What's next?

Year 4: Classification keys and different environments

Year 5: Living things and their habitats



Science For Autumn Term

| Parts of a plant | What do plants need for life and growth? | Seed dispersal | Vocab |
|---|---|---|---|
|   | <p><u>Air:</u> Plants combine carbon dioxide and water to create glucose and oxygen. This process is called photosynthesis. Plants also absorb oxygen gas from the air. Plants need oxygen to respire.</p> <p><u>Light:</u> Sunlight is light that comes from the sun. It shines down on Earth every day. Plants capture sunlight using their leaves and they use energy from it to make nutrients.</p> <p><u>Water:</u> All living things need water to stay alive. Plants use water to make nutrients in their leaves and it helps the plant stand up straight. Different plants need different amounts of water.</p> | <p><u>Wind/air dispersal:</u> When you blow on a dandelion you are helping to disperse the dandelion seeds. This usually happens with the help of wind. Wind helps move seeds from one place to another.</p>  <p><u>Fur:</u> This type of seed usually has sticky hooks so they can stick to an animal and get carried away.</p>  | <p>Tier One</p> <p>petal stem roots</p> <p>Tier Two</p> <p>filament anther stigma style sepal ovary germination pollination dispersal</p> |
| Plant life cycle | | | |
|  | <p><u>Nutrients:</u> Nutrients are substances that nourish a plant. When dissolved in water, these nutrients get absorbed by a plant's roots.</p> <p><u>Room to grow:</u> All living things need space. A plant's roots need space so that they can spread out and absorb water and nutrients. Its leaves need space so that they access light. When plants grow too close together, they have to compete for these resources.</p> | <p>Eaten:</p> <p>Seeds are often dispersed in droppings (poo). Animals swallow fruit (including seeds): they digest the soft fruit, but the seeds come out in their droppings.</p>  | <p>Tier Three</p> <p>photosynthesis</p> |

Science For Autumn Term: Rocks and fossils

How does this link to our existing knowledge?

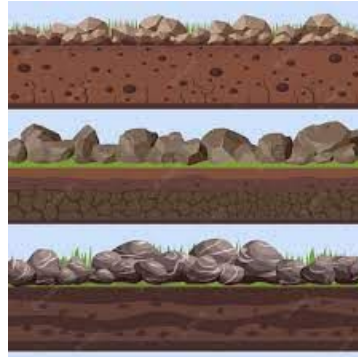
What will we be learning next.

What we already know:

- To identify and name a variety of everyday materials, including stone, rock, brick.
- To describe the simple physical properties of a variety of everyday materials: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent

What's next?

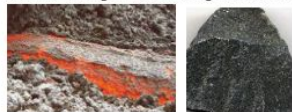
- Earthquakes and volcanoes and the impact of these around the world. Looking at the Ring of Fire.
- Understanding the difference between lava and magma.
- The impact of these natural disasters both physically on the surrounding land but also on the impact on humans and communities.



Science For Autumn Term

Igneous

Igneous rocks are formed by the cooling down of lava (liquid rock). Some igneous rocks are formed on top of the land and some are formed in the land. If it forms underground then igneous rocks will have lots of crystals. Obsidian and granite are all igneous rocks.



Sedimentary

Sedimentary rocks are made from visible layers. They are often very crumbly and dusty. Chalk, sandstone and limestone are all sedimentary rocks.

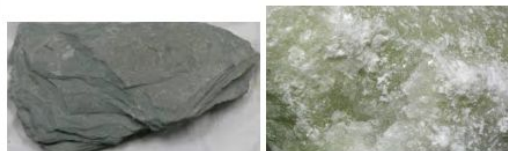


Metamorphic

Metamorphic rocks are multi-coloured and are much heavier than the other types of rock of equal size. They contain a number of different grains of minerals and have been changed by heat or pressure while buried deep below Earth's surface.

Marble is an example of a metamorphic rock. Marble starts off as a sedimentary rock (chalk) then is heated and put under pressure until it changes to marble. It has lots of minerals (calcite) which makes the whole rock sparkle.

Other examples are slate which starts off as mudstone which is then heated and then put under pressure.



Fossils are rocks that show evidence of life on Earth millions of years ago. A fossil is physical evidence of a prehistoric plant or animal. It is very rare for fossils to form.



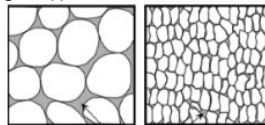
Most fossils (99%) are sea creatures as the sea creates the perfect conditions to make a fossil.

A violent sudden volcanic eruptions can also cause a body to be covered in sediment increasing the chances of fossilisation.



Fossils are great for archeologists because they record the behaviour such as : footprints - where they walked, how they moved; Feather imprints - or skin imprints; eggs; and even poo to explain what their diet was.

Permeable means that air and water can flow through the rock. Impermeable means the grains or crystals are so closely joined together that neither air nor water can flow or get trapped inside the rock.



Durability -. Sedimentary rocks are the least durable they crumble away and leave large scratch marks

Headstones made from sandstone have been eroded by the weather over time, headstones made from granite have not been eroded away - edges are straight with no damage, words still visible.



Density - granite and marble rocks are heavier than slate and chalk.

Rocks are eroded to create soil

Tier One

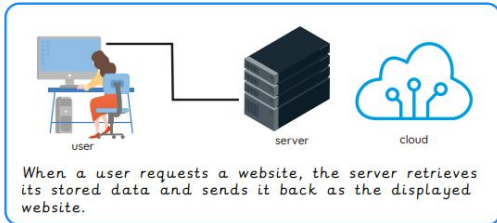
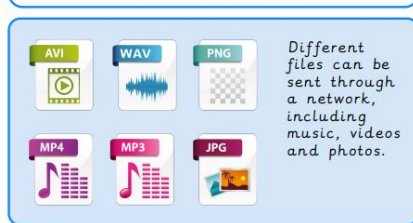
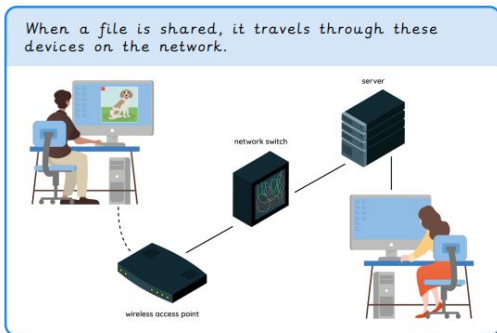
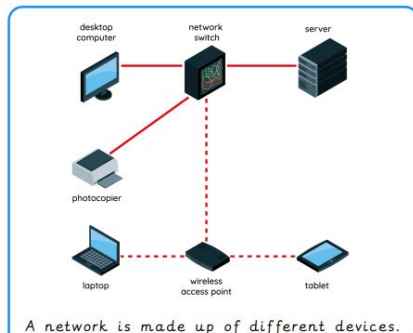
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|--------|----------|
| Layers | Dense |
| marble | Light |
| chalk | Heat |
| Stone | Sand |
| Clay | Crystals |
| Hard | |
| Smooth | |

Tier Two

fossil
sediment
sedimentary
fossilisation
structure
compression
decay
minerals
Organic matter
Igneous
sedimentary
metamorphic
Permeable
Impermeable
Slate
Granite
calcite

Tier Three

Year 3 Computing - Networks and Scratch



| | |
|-----------------|---|
| Animation | Bringing concepts to life through 2D or 3D moving pictures or photographs, for example cartoons. |
| Application | A computer program. |
| Code | A set of instructions written in programming language, to tell a computer what to do. |
| Code block | A visual representation for a section of code that performs a certain job. They can be snapped together to build a program. |
| Debug | To remove and repair the error or mistake in computer code. |
| Decompose | To break something down into smaller chunks. |
| Interface | The menus, buttons and other functions which makes a computer program or website intuitive to humans. |
| Loop | A repeated sequence of instructions. |
| Predict | To make an educated guess, as to what might happen or occur as the result of something in the future. |
| Program | A series of code that instructs the computer to perform specific tasks. |
| Remixing code | Altering code that already exists. |
| Repetition code | To create loops in your program, to make it more efficient. |
| Review | To look at something in detail and give constructive feedback if it requires improvement. |
| Sprite | Visual objects that can be moved or perform an action through code, for example: move forwards by one step. |
| Tinker | To explore and play with something to discover the key functions. |



Scratch is a coding program, that lets you build interactive games and animations.

Did you know? In Scratch, you can:

- Choose a sprite
- Paint your own sprite
- Generate a random (surprise!) sprite
- Upload a sprite

Year 3 PSHRE - Family & Relationships and Health & Wellbeing

| | |
|----------------|---|
| Bullying | To cause repeated physical or emotional pain to somebody. |
| Communicate | To interact with other people through words or body language. |
| Empathy | To be considerate and understanding of other people's feelings. |
| Open questions | Questions that do not have simple one word answers. |
| Similar | Something that is nearly the same as another thing. |
| Solve | To find an answer to a problem. |
| Stereotype | A view or idea about something, often someone, which is often untrue. |
| Sympathy | Feeling sad for someone when something bad happens to them. |
| Trust | Relying on someone to do something for you, such as keeping a secret or keeping something safe for you. |



There are similarities and differences between people.



Stereotypes can have a negative impact as they can make people think they cannot do certain things.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Families help other in each in different ways.

Families sometimes experience problems and if they can't solve these themselves, there are other people who can help.

Friendships have ups and downs but these can be overcome. Violence is not an answer to friendship problems.

Bullying can be physical or emotional and is repeated. Bullying can happen online as well as face to face.



People can communicate in ways other than talking.



Listening is as important as talking for good communication.



Trust is an important part of a relationship and we trust different people for different things.

| | |
|------------|--|
| Alone | Being by yourself. |
| Balance | A variety of different things. |
| Barriers | Obstacles that stop us from reaching our goals. |
| Belonging | Feeling comfortable and at home in a certain situation or place. |
| Barriers | Obstacles that stop us from reaching our goals. |
| Diet | The food that we eat. |
| Healthy | Being well, both physically and mentally. |
| Identity | Who someone is, how they define themselves. |
| Lonely | Feeling sad because you are alone. |
| Relax | To rest or take a break. |
| Resilience | A willingness to keep trying even when things become very hard. |
| Stretch | Loosening and extending the muscles. |

Health tips



Keeping a diary can help us have a healthy lifestyle.



Eat **five** portions of fruit and vegetables every day.



Brush your teeth at least twice a day.

Getting help

If you are worried about anything, talk to an adult you trust at home or at school.



Relaxation helps keep our body and mind healthy.

Stretches are one way to relax.

Lots of things make up our identity, including the groups we belong to.



We all have different strengths and we can use these to help others.

Breaking problems down can help us to solve them.



Belonging can help us to feel happy.



We need foods from different groups to keep us healthy.

Year 3 PE - Outdoor - Fitness

| | |
|-----------------|--|
| LESSON 1 | To recognise different areas of fitness and explore what your body can do. |
| LESSON 2 | To develop speed and strength. |
| LESSON 3 | To develop co-ordination. |
| LESSON 4 | To develop agility. |
| LESSON 5 | To develop balance. |
| LESSON 6 | To develop stamina. |



Year 3 PE - Indoor- Fundamentals





| | |
|-----------------|---|
| LESSON 1 | To develop balancing and understand the importance of this skill. |
| LESSON 2 | To develop technique when running at different speeds. |
| LESSON 3 | To develop agility using a change of speed and direction. |
| LESSON 4 | To develop technique and control when jumping, hopping and landing. |
| LESSON 5 | To develop skipping with a rope. |
| LESSON 6 | To apply fundamental skills to a variety of challenges. |



Year 3 Music

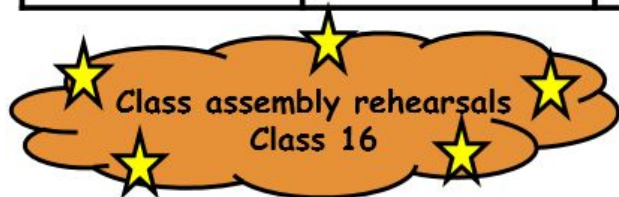


Year 3 Music Autumn

| | | | |
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| <p>Topic: Environment Focus of unit: Composition Select descriptive sounds to accompany poem. Singing expressively and in 2 parts Accompany song with melodic ostinato Learn about ternary and rondo form. Develop song lyrics</p>  | <p>Topic: Sounds Focus of unit: Exploring sounds Learn how sounds are produced and classified Learn about aero phones, idiophones and chordophones Understand musical conversation structure and create their own music</p>  | <p>Topic: Human Body Focus of unit: Exploring Pitch Understand and perform call and response structured pieces Perform and use word rhythms Sing in parts Understand and perform binary form</p>  | <p>Topic: Singing French Focus of unit: Exploring structure Understand pitch through singing and playing a melody Develop a song Recognize pitch shapes Read notations (graphic) to play a melody</p>  |
|---|--|--|--|



First Access
Begin to learn to play the recorder.



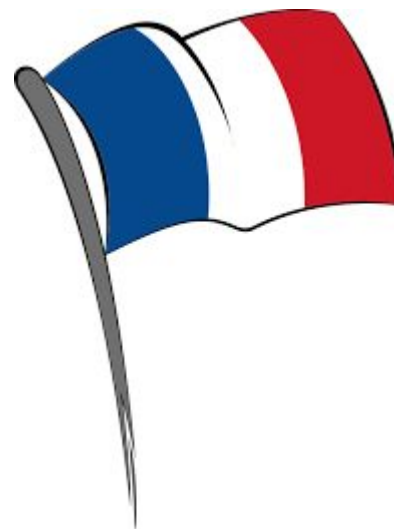
Sacred Chorale
Rock N Roll
Jazz
Blues
Country

Listening focus: Genres of music

Listening to a variety of musical genres and discussing instrumentation, historical and cultural significance, and notable features

Year 3 French

| Y r | Autumn 1 | Autumn 2 |
|--------|--|----------|
| | <p>3 Dinocrocs story 1 Hocus le petit Dinocroc</p> <p>VOCABULARY: Use words & actions to retell a French story (using choral speaking), count, recognise & use numbers to 10, vocabulary relating to French greetings, build short phrases using colour adjectives, Understand & respond to basic classroom vocabulary supported with a gesture.</p> <p>PHONICS: a, e, i, o, u, oi, silent h</p> <p>GRAMMAR: introduce authentic French punctuation ? ! and how to write the French date, write colour adjectives in a phrase recognising that the adjective comes after the noun.</p> <p>INTERCULTURAL Consider how people greet each other in different cultures. Identify France on a map of Europe. Learn some nouns linked to Christmas.</p> | |



Year 3 R.E.



In Autumn 1 we will be learning about people of faith courage and commitment: why are these people remembered? What key beliefs influence people's faith?



*Can you explain who influences you and give suitable reasons?

*Explain how people show courage.

*Do you understand the word Trinity as God the Father, Son and Holy Spirit?

*Can you explain characteristics of God the Father and the Son and give suitable reasons for your choices

*Why water is important to Christians, especially at baptisms?

*Can you make comparisons between Christian baby or adult baptisms and Sikh naming ceremonies?



In Autumn 2 we will be learning about the Trinity