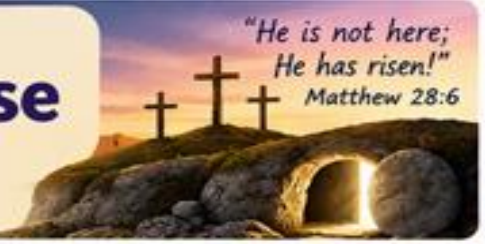


Year 3 RE
Prophecy and Promise

Knowledge Organiser

Approximately 5 weeks of learning



Learning sequenced under each lens

Hear
Listen to God's word

- **Isaiah 9:6** – The prophet Isaiah foretells the coming of a child who will bring hope and peace.
- **Matthew 1:18–25** – Joseph receives God's message through an angel in a dream.
- **Matthew 28:6** – Jesus is risen; Sunday becomes the Lord's Day.
- **Luke 22:19** – Jesus gives the Eucharist at the Last Supper.
- **Mark 1:3** – "Prepare a way for the Lord." Advent is a time of preparation.



"Your word is a lamp for my feet." Psalm 119:105

Believe
Know and understand

- Prophets are chosen by God to share His message.
- Christians believe Isaiah's prophecies point to Jesus, the promised Messiah.
- Joseph trusted God's plan and responded faithfully.
- Sunday celebrates Jesus' Resurrection.
- Mass is the central act of Catholic worship.
- Advent is a season of hope, waiting and preparation.



"We live by faith, not by sight." 2 Corinthians 5:7

Celebrate
Worship and pray

- Sunday Mass gathers God's family in prayer and worship.
- The Liturgy of the Word and Liturgy of the Eucharist are central parts of Mass.
- Advent hymns and carols express hope and expectation.
- Scripture, prayer and worship help Christians prepare for Jesus.



"Prepare the way for the Lord." Mark 1:3

Live
Put faith into action

- Trust God as Joseph did when faced with uncertainty.
- Listen carefully to God's message through scripture and prayer.
- Participate actively in Mass and parish life.
- Live with hope and prepare for Christ through prayer, kindness and service.

"Let your light shine before others." Matthew 5:16

Lessons

H1	Dialogue and Encounter Discovered
H2	Prophecy and Promise Uncovered
H3	Prophecy and Promise to Explore
1	Sunday is a Holy Day
2	Catholics Gather for Mass
3	Catholics Celebrate Mass
4	The Four Parts of the Mass
5	The Liturgy of the Word
6	Symbols and Actions in the Mass
7	Signs and Symbols at Mass
8	Sunday Mass and the Parish Community
9	Prophecy: Isaiah's Message of Hope
10	The Annunciation to Joseph
11	Angels and Prophets: Messengers of God
12	Joseph's Dream
13	Advent Carols: Messages of Prophecy and Promise
14	Advent: Preparing for the Coming of Jesus
15	Creative Response: Prophecy and Promise

Expected Outcomes

"I know the plans I have for you... plans for hope and a future." Jeremiah 29:11

Understand

- Revisit and build upon prior learning about prophets, Advent and God's promises.
- Understand that a prophet is someone chosen by God to share His message.
- Explain why Christians believe Isaiah's prophecies point to Jesus.
- Describe why Sunday is celebrated as a holy day linked to Jesus' Resurrection.
- Understand that Mass is the central act of Catholic worship and identify its main parts.
- Recognise how Joseph listened to God's message and responded with trust.
- Understand Advent as a season of preparation, hope and expectation.

Discern

- Reflect on why God chose prophets and angels to communicate messages.
- Consider how Isaiah's message brought hope to people waiting for God's promise.
- Think about the courage Joseph needed to trust God's plan.
- Explore why Christians gather together rather than worship alone.
- Reflect on how signs and symbols help believers express faith.
- Consider how Advent helps Christians prepare their hearts for Jesus.

Reflect

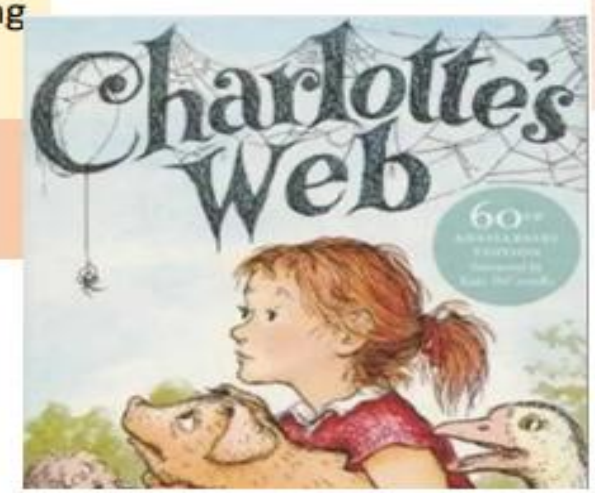
- Reflect on how trust and faith are shown through actions as well as words.
- Consider what Christians can learn from Joseph's example.
- Reflect on personal experiences of waiting, hoping and preparing.
- Respond to scripture, prayer and Advent music thoughtfully.
- Think about ways to participate more fully in worship and community life.
- Consider how God's promises continue to inspire people today.

Faith in Learning • Learning in Love • Living in Hope

With God all things are possible. Matthew 19:26

Year 3 English: Charlotte's Web by E.B. White- Approximately 3 week of learning time

Terminology	Definition
injustice	Violation of rights of another: unfairness
enchanted	Under a spell; bewitched; magical
wade	To step through something that is thicker than air e.g., water, mud, sand
holler	To cry or call out
wrench	A hand or power tool for holding, twisting or turning an object
innocent	Free from evil or knowledge of evil

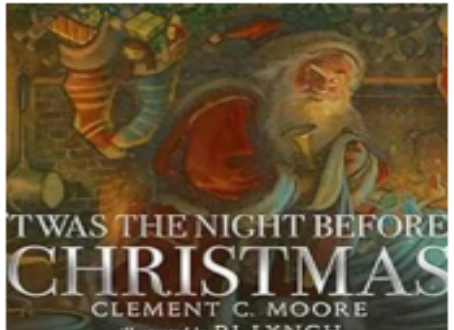


Prior learning	Pupils have read a range of texts, including narrative, in KS1. They have practise at giving and following instructions.
Reading	• Identify the five part narrative structure: the introduction, build up, problem, resolution and ending stories. • As per reading and spelling schemes
Writing	• Organise their writing into paragraphs around a theme e.g., beginning, middle and end
Grammar	• Singular possessive apostrophe • Collective nouns • Identify and write complex sentences that open with a main clause, followed by a subordinate clause • Convert spoken word to direct speech followed by a comma and reporting clause.
Oracy	• Consider and posture when addressing an audience • Make precise language choices • Offer opinions in a role • Reach shared agreement in discussions.

Year 3 English: T'was the Night Before Christmas by Clement Clarke Moore – Approximately 3 weeks of learning time.

Terminology	Definition
lustre	Gentle shining light that is reflected from a surface
pawing	To touch or strike at with a paw
tarnished	To become dull or discoloured
encircled	To form a circle around; surround
T'was	Used as a contraction for it was
stockings	An empty sock or sock shaped bag that is hung on Christmas Eve
sugarplums	a round piece of candy

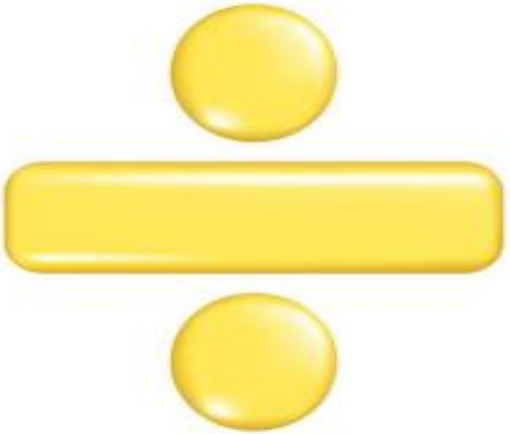
Prior learning	Pupils have read a range of texts, including narrative, in KS1. They have practise at giving and following instructions.
Reading	The children will learn to: • Identify how the poet uses the semantic field of Christmas • Confidently discuss the poet's choice of words and phrases for effect • Identify archaic language, relevant to the context of the poem
Writing	Children will learn to: • Use ideas from their own reading to inspire their writing • Utilise language choices from the semantic field of Christmas • Organise their writing into paragraphs indicating arrival, entering the house and departure.
Grammar	Children will identify and use: • Complex sentences, opening with a main clause and followed by a subordinate clause • Subordinating conjunctions
Oracy	Children will learn to: • Partition the poem in preparation for a group performance • Recognise distinct roles within the group • Speak with confidence as a soloist and in unison.



Year 3 Mathematics: Multiplication and Division – Approximately 4 weeks of learning time.

Terminology	Definition
Multiplication	Where you take one number and add it to itself a certain number of times
Division	A mathematical operation which involves the sharing of an amount into equal sized groups
Inverse	The opposite. Division is the inverse of multiplication





Prior learning	In Year 2, pupils learnt the 2, 5 and 10 times table.
Math learning objectives	Pupils should be taught to: • Recall and use multiplication/ division facts for the 3, 4 and 8 times tables. • Write and calculate mathematical statements for multiplication using the multiplication statements they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods

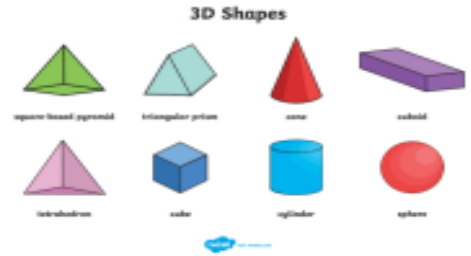
MULTIPLICATION CHART

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

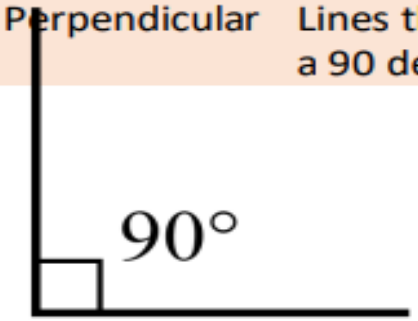
Year 3 Mathematics: Geometry: Properties of Shapes- Approximately 3 weeks of learning time.

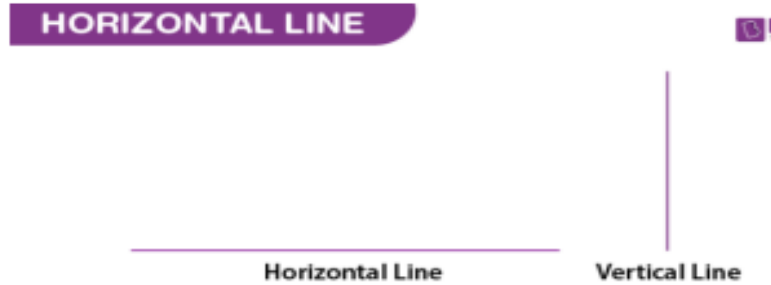
Terminology	Definition
2D	Simple figures which have height and width but no depth
3D	A shape that has 3 dimensions: height, width and depth
Right angle	An angle whose measure if 90 degrees
Horizontal	Something that runs from side to side, straight across
Vertical	A line which runs up and down a page or shape, from top to bottom
Parallel	Lines that remain the same distance apart all the time
Perpendicular	Lines that cross each other at a 90 degree angle.

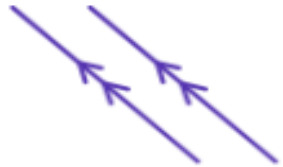




Prior learning	In Year 2, pupils learnt to compare 2D and 3D shapes and to identify the properties.
Math learning objectives	Pupils should be taught to: • Draw 2D shapes and make 3D shapes using modelling materials • Recognise 3D shapes in different orientations and describe them • Recognise angles as a property of shape or a description of a turn • Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four complete a turn. • Identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of parallel and perpendicular lines.







Parallel Lines



Perpendicular Lines

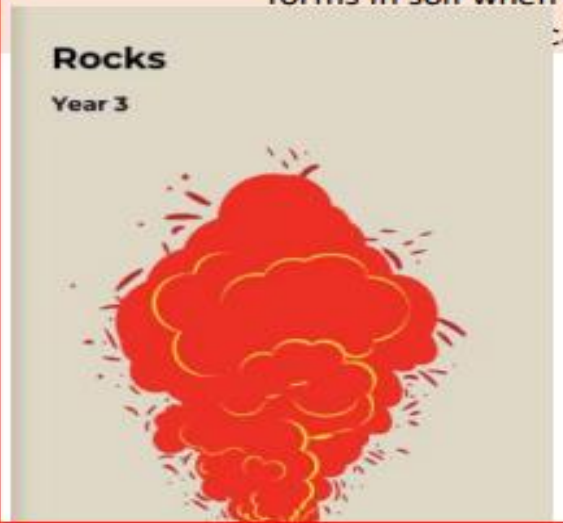
Year 3 Science: Rocks– Approximately 6 weeks of learning time.

Terminology	Definition
Granite	The most common igneous rock in the Earth's crust
Igneous	Rock that solidifies from molten earth materials
Metamorphic	Change of shape. Metamorphic rock can be formed from sedimentary or igneous rocks
Porosity	the quality of being full of tiny holes
Obsidian	A dark natural glass formed by the cooling of lava
Pumice	a very light glass that is formed by the rapid cooling of lava from volcanoes, is full of small holes
Gneiss	A rock in layers that is similar in composition to granite
Humus	A dark, organic material that forms in soil when plant and …cays

Prior learning This unit builds on knowledge from previous year groups, where pupils have had experience of completing scientific experiments.

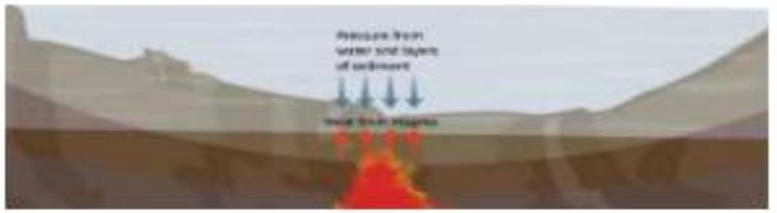
Science objectives

1. How can we describe rocks?
2. How do volcanoes make igneous rocks?
3. Where can we find fossils?
4. Can rocks be changed?
5. Can we recycle rocks?
6. Why is soil important?

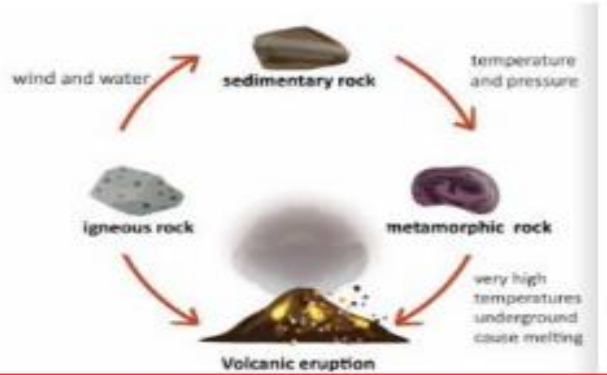




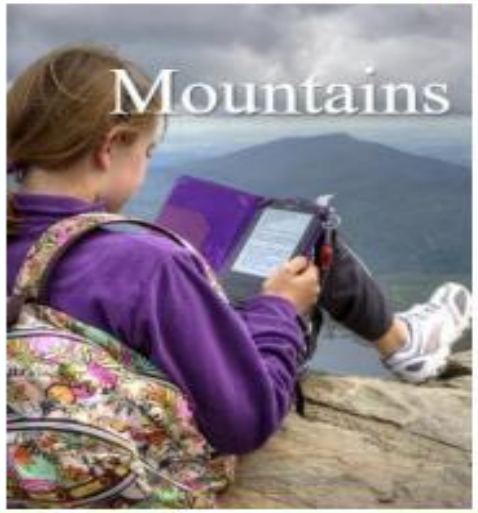








Year 3 Geography: Mountains – Approximately 6 weeks of learning time.



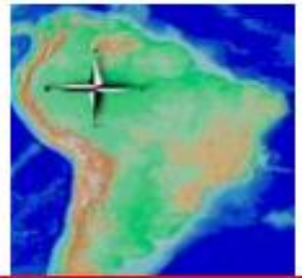
Terminology	Definition
Peak	The top of a hill or a mountain ending in a point
Slopes	To slant up or down
Terraces	A piece of sloped plane that has been cut into a series of platforms which resemble steps
Summit	The highest point on a mountain
Mountain pass	A gap or break in high rugged terrain
Valleys	A long depression or ditch in the Earth's surface
Adapted	To make or become suitable

Prior learning	This unit builds on knowledge from previous year groups, where pupils have had experience of using globes, maps and atlases to identify areas. They have also used basic geographical vocabulary to refer to rivers, seas and oceans.

Geography objectives

- What is a mountain?
- Mountain ranges
- Why do people live on mountains?
- Living in the Andes
- Mountainous regions in the UK
- Snowdonia



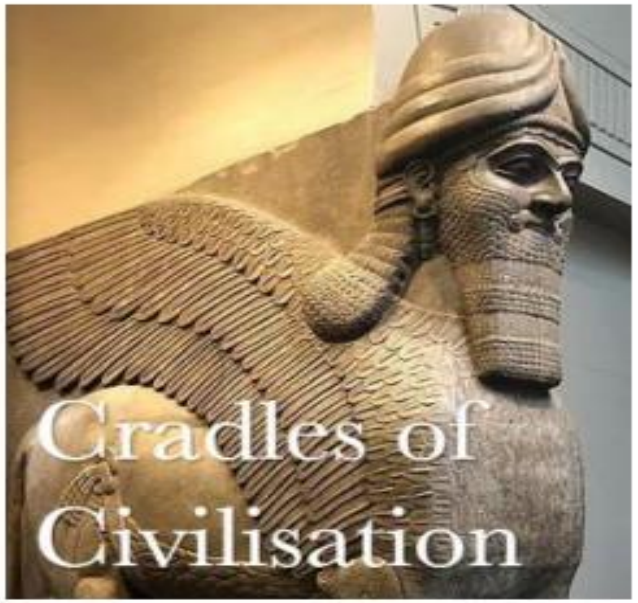




Year 3: History- Cradles of Civilisation - Approximately 6 weeks of learning time.

Terminology	Definition
Fertile Cresent	A part of the Middle East where some of the world's first civilisations began
Ziggurat	A stepped temple tower in the shape of a pyramid
Cuneiform	One of the earliest know forms of writing
Epic	A long, narrative poem that is about heroic deeds and events that are significant to the culture of the poet
Nomadic	A person who moves from place to place
Decipher	Translate from code or figure out

Prior learning	Children have experience of Ancient Egypt and will build on this topic throughout this unit
History objectives	• The land of the two rivers • Trade, building, writing • The Epic of Gilgamesh • Cradles of Civilisation • Similarities between civilisations • Art in Ancient civilisations















Year 3 Design and Technology.: Gingerbread Houses - Approximately 6 weeks of learning time.

Terminology	Definition
Gingerbread	Cake made with treacle or syrup and flavoured with ginger
Royal icing	Hard, white icing made from icing sugar and egg whites, typically used to decorate cakes
Design	A plan that helps people make a product
Stability	Fixed, firm or steady in position; not shaky or easily moved
W	

Prior learning	Pupils will develop their designing and evaluating skills learnt in Autumn 1 as well as their fine motor skills
DT objectives	Pupils will be able to: • Look at existing gingerbread houses for design ideas • Design their houses, taking into account both the aesthetics and structural aspects • Gather ingredients, weigh them out, use kitchen tools to mix and bake the gingerbread • Work in groups to decorate the gingerbread houses • Evaluate their houses and suggest improvements





Year 3 PE: Hockey

Terminology	Definition
Control	To use power to manage or command
Attack	Make a forceful attempt to score a goal or point or gain an advantage over the other team
Travel	To journey from place to place
Direction	Information on which way to go or how to do something
Speed	The rate at which an object moves through time



Prior learning	In Year 2, children learned about co-ordination and they will develop this further through the topic.
PE objectives	Pupils will learn: • To travel with the ball whilst considering the position of attackers • To quickly change direction with the ball • To block from an attacker • To shoot with increasing accuracy



Year 3 Computing –Creating Media: Stop Frame Animation- Approximately 6 weeks of learning time

Terminology	Definition
Animation	The art and science of making images and pictures appear to move
Media	Electronic media works in digital codes e.g., words and music
Editing	When to make changes to improve the finished product
Consistency	Carrying out an action in the same way and getting the same results

Prior learning	In Autumn 1, pupils learnt the fundamentals of a computer and how to stay safe online
Computing objectives	Pupils will learn: • Simple animation techniques and create their own animations in the style of flip books using sicky notes • To develop their flip book animations and apply it to make a stop frame animation using tablets • To create a storyboard showing characters, settings and events that they would like to include in their own stop from animation • To carefully create stop frame animations, paying attention to consistency • To evaluate their animations and try to improve them • To add other media and effects into their animations, such as music and text





Year 3 Music –Composition and Christmas- Approximately 6 weeks of learning time

Terminology	Definition
Crotchet	A musical note with the time value of one beat
Minim	A musical note with the time value of two beats
Semibreve	One musical note that counts for four beats
Dotted minims	A three beat note
Baroque	Tuneful and very organised melodies
Tie note	A curved line that connects two notes of the same pitch

Prior learning	In Autumn 1, pupils learnt how to read simple music and learnt how to play some notes on the glockenspiels.
Music objectives	Pupils will learn: • To revise crotchet and minim, semibreve and dotted minims • Compose and perform a rhythm with baroque features • Learn a musical piece for a Christmas performance • To reinforce time signatures of 2/4, 3/4 and 4/4 • To further develop muscle memory, through repetitive practice and movements between G/A/B/C • To introduce lower notes on the sound box of F, E, D and C • To develop the skill of sight reading and understanding of notation • To introduce slurring between two notes • To be able to perform duet style pieces • To understand the principle of a tie/tied note and how this extends the notes value/ length.

