





# Year 3 Autumn 1



## Branch 1: Creation & Covenant

<b>Lens</b> 	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Hear</b>	<p>That the Creation stories in Genesis uses symbolism to explain the relationship between God, human beings, and the world.</p> <p>That in the first account of the Creation one day is 'made holy' (Gen 2:3).</p> <p>That the Church teaches that 'Creation is the common work of the Holy Trinity'.</p> <p>The first account of the Creation, Genesis 1:1-2:4.</p> <p>Extracts from either Psalm 8 or 19 in praise of Creation.</p> <p>In an age-appropriate way, LS 66 and 88.</p>	<b>Understand</b> 	<p>Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.</p> <p>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. (RVE)</p> <p>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)</p> <p>Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues'). (RVE)</p> <p>Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</p> <p>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 (see LS 66). (RVE)</p>
<b>Believe</b>	<p>God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).</p> <p>That all human beings are made in God's image and all people have dignity and are created equal.</p> <p>A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love.</p> <p>The dignity of all human beings is one of the principles of Catholic Social Teaching.</p>	<b>Discern</b> 	<p>Imagining how caring for the world could change the world for the better.</p> <p>Imagining how caring for the world could change the world for the better.</p> <p>Thinking 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)</p> <p>Suggesting 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). (RVE)</p> <p>Wondering why the author of the first story of Creation suggests a holy day. (RVE)</p>
<b>Celebrate</b>	<p>Extracts from a psalm of Creation.</p> <p>How the praise of Creation is expressed in the prayer and Liturgy of the Church</p>	<b>Respond</b> 	<p>Making connections between experiences where people have not been treated equally and how this felt. (RVE)</p> <p>Spending time wondering about the blessings of Creation in their own lives. (RVE)</p> <p>Reflecting on the prayerful words studied that give thanks for Creation. (RVE)</p>
<b>Live</b>	<p>Ways in which we can show care for God's world (stewardship) as part of our care for each other.</p> <p>Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.</p>		
<b>Dialogue</b>			
<b>Encounter</b>			

**Key vocabulary:** Genesis poetry Creator image and likeness dignity equality

# Year 3 Autumn 2



## Branch 2: Prophecy & Promise





<b>Lens</b> 	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Hear</b>	Why Christians go to Mass on Sunday.	<b>Understand</b> 	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.
	How Catholics celebrate 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.
	Messiah would be born of a virgin and would be called Immanuel (Is 7:14).		Recognise how Joseph puts his trust in God when the angel appears.
	The Annunciation to Joseph (Matt 1:18-25).		Make links between the angel's message about Jesus and the words of the prophet Isaiah.
	Revisit Lk 1:26-38.		Recall that angels bring God's message in the gospels of St Matthew and St Luke.
<b>Believe</b>	Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday.	<b>Discern</b> 	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.
	Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).		Give a simple description of how Catholics celebrate the Mass.
	The Liturgy of the Word includes readings from the Old Testament and the New Testament.		Talking, asking, and answering questions about their experiences of liturgies and the Mass.
	That Jesus birth was foretold by the prophets.		Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.
	That Joseph listened to the angel and opened his heart to the Holy Spirit.		Talking, asking, and answering questions about Joseph and Mary trusting in God.
<b>Celebrate</b>	How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc.	<b>Respond</b> 	Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.
	Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word.		Talking, asking, and answering questions about their experiences of liturgies and the Mass.
	How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel).		Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.
<b>Live</b>	Some ways that Christians prepare for the coming of Christ during Advent.	<b>Encounter</b>	Reflecting on what Sunday Mass means for Christians.
	Representations in art around the world, connecting to the prophecies of Christ's coming.		
<b>Dialogue</b>			
<b>Encounter</b>			

**Key vocabulary:** Mass Sunday Advent Joseph angel Liturgy of the Word

# Year 3 Spring 1



## Branch 3: Galilee to Jerusalem






Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
<b>Hear</b>	Miracles, either: Cure of the centurion's servant (Matt 8:5-13) or Cure of a paralytic (Matt 9:1-8)	<b>Understand</b> 	Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.
	Parables, either: Parable of the Sower (Matt 13:4-9) Parable of the Sower explained (Matt 13:10-17) or Parable of the yeast (Matt 13:33) or Parable of the treasure and of the pearl (Matt 13:44-46)		Show a simple understanding of what the kingdom of God is and is not.
	For Epiphany: The visit of the Magi (Matt 2:1-12)		Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus.
			Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like.
<b>Believe</b>	The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world.		Retell one of Jesus' parables, making simple links between the chosen parable and Jesus' message about the kingdom of God.
	The kingdom of God begins in all those who open their hearts to God's love.		Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.
	The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning.		
	Jesus' parables to show the choices people must make to accept his invitation to the kingdom.		
<b>Celebrate</b>	Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus.	<b>Discern</b> 	Asking and answering questions about the feelings of the characters in one of the stories studied. (RVE)
			Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer.
<b>Live</b>	About the life of a saint who worked to build the kingdom of God.		Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people's responses.
<b>Dialogue</b>		<b>Respond</b> 	Considering how people could build the kingdom with reference to the life of a saint.
<b>Encounter</b>			Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.

**Key vocabulary:** Kingdom of God miracle parable Magi Adoration Epiphany

# Year 3 Spring 2



## Branch 4: Desert to Garden





Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes	
<b>Hear</b>	The miracle of the loaves (Matt 14: 13-21).	<b>Understand</b> 	Retell in any form the story of the feeding of the five thousand.	
	The last supper (The institution of the Eucharist) (Matt 26: 26-29).		Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.	
	Extracts from a Eucharistic Prayer.		Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.	
<b>Believe</b>	At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer).	<b>Discern</b> 	Make links between the story of the Last Supper and the Mass, giving reasons for these links.	
	Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).		Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YcFK 74).	
	A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church.		Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.	
	The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe.		<b>Respond</b> 	Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.
	That at the Last Supper Jesus instituted the Eucharist.			<b>Dialogue</b>
	People give themselves to Jesus when they receive the Eucharist (Holy Communion).			
	<b>Celebrate</b>		Some prayers and responses Catholics say during Mass.	<b>Respond</b> 
Some prayers and responses Catholics sing during the Eucharistic Prayer.		Exploring some different cultural practices associated with Holy Week.		
Some ways people celebrate their first Eucharist (First Holy Communion).				
<b>Live</b>	The ways in which Catholics are called to live Eucharist by following the example of Jesus.		Reflecting on the Catholic belief that Jesus gives himself in Holy Communion.	
	Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany).		Talking about the experience of Mass with Catholics and asking questions about their experiences and feelings. (RVE)	
			Reflecting on what their learning means for their life. (RVE)	

**Key vocabulary:** Mass sacrament Eucharist Last Supper communion

# Year 3 Summer 1



## Branch 5: To the Ends of the Earth





 <b>Lens</b>	<b>Knowledge Lens Content</b>	<b>Ways of Knowing</b>	<b>Expected Outcomes</b>
<b>Hear</b>	Road to Emmaus (Lk 24:13-35)	<b>Understand</b>  	Make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.
	The mission to the world (Matt 28:16-20)		Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to 'make disciples of all nations' in the name of the Father and of the Son and of the Holy Spirit. Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community).
	The group of apostles (Mary) (Acts 1:12-14)		Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.
	Early Church (Acts 2:42-47)		Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.
	Paul's Letter to the Corinthians (1 Cor 11:23-27)		
<b>Believe</b>	The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ.		Make connections with the life of the early Church and Catholics gathering for Mass today.
	There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity.		Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).
	Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers.		
	Mass was celebrated in the early Church.		
<b>Celebrate</b>	That the sign of the cross is the shortest summary of the Christian faith.	<b>Discern</b>  	Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus. (RVE)
	That some prayers that reference the Trinity and the work of the Holy Spirit.		Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary.
	Some ways people celebrate their first Eucharist (First Holy Communion).		
<b>Live</b>	That being a Christian means to share the gospel.		Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church. (RVE)
	That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass.		
	How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus).		
	That the mystery of the Trinity is represented symbolically, e.g., Trinity knot.		
<b>Dialogue</b>		<b>Respond</b>  	Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.
<b>Encounter</b>			Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.

**Key vocabulary:** Emmaus Holy Spirit Pentecost concluding rite St Paul discipleship

## Year 3 Summer 2 or as appropriate throughout the year.



### Branch 6: Dialogue & Encounter

Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
<b>Hear</b>		<b>Understand</b>  	Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).  Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)
<b>Believe</b>			Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)
<b>Celebrate</b>		<b>Discern</b>  	Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.
<b>Live</b>			Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen. (RVE)  Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)
<b>Dialogue</b>	Exodus 12:1-8,15-20, 13:3  Lk 22:14-23  For Christians, the Eucharist is linked with the Jewish celebration of Passover.	<b>Respond</b>  	Reflecting on the meaning of what they have learned for their own lives. (RVE)
<b>Encounter</b>	Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.  Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.).  Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.		Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)

**Key vocabulary:** Passover unleavened Exodus Muslim Islam Ramadan Sawm adhan