



Sacred Heart Catholic Primary School - Medium Term Plan



Year group: Year 3		Unit: Creation and Covenant	
Unit Enquiry Question: Why should we care for the world?			
Knowledge Lens Content: Hear, Believe, Celebrate, Live.		Vocabulary: Genesis, poetry, Creator, image and likeness, dignity, equality	
<p>Previous Learning:</p> <p>Know the Noah story (Genesis 6:9-9:17), focusing on Noah and God’s promise to all living creatures in the sign of the rainbow (Gen 9:8-17).</p> <p>Know that psalms are prayed/sung to praise God and recognize that they are a different literary form in scripture.</p> <p>Know the term ‘stewardship’ and what it means for caring for God’s world.</p> <p>Know how to correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus’ love for all people and a welcome into the Christian family.</p> <p>Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.</p>		<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed.</p> <p>Know about the belief that human beings are made ‘in the image of God’ (Gen 1:27) and discuss what this might mean.</p> <p>Know the 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.</p> <p>Know how to describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’).</p> <p>Know the religious vocabulary to describe how either a psalm or a prayer they have studied praises Creation.</p> <p>Know 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).</p>	
<p>Unit Assessment Questions:</p> <p>Why is the first Creation account in Genesis important, and what does it teach us about the goodness of God’s gift?</p> <p>Can you describe what being “made in the image of God” means and share how being made in the image of God influences how we care for others?</p> <p>What is special about the day of rest in the Creation story, and why is it important for people?</p> <p>How can we show care for our common home, following Pope Francis’ teachings in Laudato Si’ about our relationships with God, neighbours, and the earth?</p>		<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can imagine how caring for the world could change the world for the better.</p> <p>I can think about how all people should be treated equally and give reasons that relate to the first Creation story (focusing on Genesis 1:26-31).</p> <p>I can 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).</p> <p>I can wonder why the author of the first story of Creation suggests a holy day.</p> <p>I can make connections between experiences where people have not been treated equally and how this felt.</p> <p>I can spend time wondering about the blessings of Creation in my own life.</p> <p>I can reflect on the prayerful words studied that give thanks for Creation.</p>	

Year group: Year 3	Unit: Prophecy and Promise
Unit Enquiry Question: Why is Mass and Advent important to Catholics?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Mass, Sunday, Advent, Joseph, angel, Liturgy of the Word
<p>Previous Learning:</p> <p>Know the religious account from the Annunciation and the birth of John the Baptist and the Annunciation and the birth of Jesus from the Gospel of Luke.</p> <p>Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</p> <p>Know Zechariah’s special message about John’s future (Lk 1:76).</p> <p>Know that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.</p> <p>Know that the Church teaches that Mary is the mother of God who prays for them and with them.</p> <p>Know some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent, for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know 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.</p> <p>Know how Catholics celebrate the Mass.</p> <p>Know some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.</p> <p>Know how Joseph puts his trust in God when the angel appears.</p> <p>Know the links between the angel’s message about Jesus and the words of the prophet Isaiah.</p> <p>Know that angels bring God’s message in the gospels of St Matthew and St Luke.</p>
<p>Unit Assessment Questions:</p> <p>What happens at Mass when Christians gather to listen and respond to the words of Scripture?</p> <p>Why is the Liturgy of the Word an important part of the Mass, and how does it connect to the prayer life of the Church?</p> <p>How do Christians hope to discern God's message for them in the words of Scripture during Mass?</p> <p>What is the significance of the presentation of gifts at Mass, and how does it relate to the theme of Creation and the fruits of the Earth?</p>	<p>New Learning/Disciplinatory Knowledge (I can):</p> <p>I can talk, ask, and answer questions about my experiences of liturgies and the Mass.</p> <p>I can consider how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and actions.</p> <p>I can talk, ask, and answer questions about Joseph and Mary trusting in God.</p> <p>I can compare and make simple links between the signs used in Advent and Christmas and their meaning for Christians.</p> <p>I can respond creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.</p> <p>I can reflect on what Sunday Mass means for Christians.</p>

Year group: Year 3	Unit: Galilee to Jerusalem
Unit Enquiry Question: What is the Kingdom of God?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary:
<p>Previous Learning:</p> <p>Know the story of John the Baptist and the baptism of Jesus, and retell it in any form.</p> <p>Know and recognise 'parables' as a literary form in Scripture, with reference to the parable of the lost sheep (Lk 15:4-7), and understand how Jesus uses them to teach people about God.</p> <p>Know that everyone is tempted to make bad choices (sin), but understand that God loves and forgives all people.</p> <p>Know and begin to recognise that the miracles of Jesus are signs that he is the Son of God.</p> <p>Know how to correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the significance of the visit of the Magi and the gifts they bring, revealing insights about Jesus.</p> <p>Know the definition of the kingdom of God, understanding both its nature and what it is not.</p> <p>Know a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) as a sign of the kingdom and a manifestation of Jesus' compassion.</p> <p>Know two parables of Jesus, making connections between them to demonstrate understanding of what the kingdom of God is like.</p> <p>Know and retell one of Jesus' parables, highlighting simple links between the chosen parable and Jesus' message about the kingdom of God.</p> <p>Know and recall the 'Our Father' prayer, establishing simple connections between the prayer and the concept of building the kingdom.</p>
<p>Unit Assessment Questions:</p> <p>What do the parables of Jesus teach us about the Kingdom of God, and how can we apply these teachings in our lives?</p> <p>Explain the significance of one miracle performed by Jesus in showing compassion and revealing the Kingdom of God.</p> <p>How does the story of the Magi in St Matthew's gospel illustrate the universal nature of the Good News and the recognition of Jesus as Lord?</p> <p>Reflect on the meaning of the term 'epiphany' and how the epiphanies in St Matthew's gospel contribute to our understanding of Jesus and the Kingdom of God.</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can ask and answer questions about the feelings of the characters in one of the stories studied.</p> <p>I can reflect on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer.</p> <p>I can reflect 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.</p> <p>I can consider how people could build the kingdom with reference to the life of a saint.</p> <p>I can show understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.</p>

Year group: Year 3	Unit: Desert to Garden
Unit Enquiry Question: What is the Sacrament of the Eucharist?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Mass, sacrament, Eucharist, Last Supper, communion
<p>Previous Learning:</p> <p>Know what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</p> <p>Know that Lent is a time for reconciliation and forgiveness.</p> <p>Know and correctly use religious words and phrases when describing, in an age-appropriate way, the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.</p> <p>Know and correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the story of the feeding of the five thousand.</p> <p>Know 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.</p> <p>Know how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.</p> <p>Know how to make links between the story of the Last Supper and the Mass, giving reasons for these links.</p> <p>Know 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).</p> <p>Know how to describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.</p> <p>Know how to give reasons for actions and symbols used in the Mass and make links between beliefs and actions.</p>
<p>Unit Assessment Questions:</p> <p>What do you understand about the miracle of Jesus feeding the 5,000, and how is it connected to the Last Supper?</p> <p>Can you explain why the Liturgy of the Eucharist in the Mass is considered a miracle, and how does it connect you with Jesus' death and Resurrection?</p> <p>Talk about a prayer or song you have encountered during Mass, and how does it make you feel or respond?</p> <p>What does the prayer 'Christ has no body, but yours' mean to you, especially after receiving Holy Communion?</p>	<p>New Learning/Disciplinary Knowledge (I can):</p> <p>I can wonder about the words of the offertory prayer and the story of Creation.</p> <p>I can explore some different cultural practices associated with Holy Week.</p> <p>I can reflect on the Catholic belief that Jesus gives himself in Holy Communion.</p> <p>I can talk about the experience of Mass with Catholics and ask questions about their experiences and feelings.</p> <p>I can reflect on what my learning means for my life.</p>

Year group: Year 3	Unit: To the ends of the Earth
Unit Enquiry Question: How was Mass celebrated in the early Church?	
Knowledge Lens Content: Hear, Believe, Celebrate, Live.	Vocabulary: Emmaus, Holy Spirit, Pentecost, concluding rite, St Paul, discipleship
<p>Previous Learning:</p> <p>Know the sequence of events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.</p> <p>Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.</p> <p>Know and retell the story of the Conversion of Saul (Acts 9:1-19).</p> <p>Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Galatians 5:22).</p> <p>Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.</p> <p>Know the names of the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know the connections between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and the rituals that take place during Mass.</p> <p>Know and use religious language to explain the Christian belief in the mystery of God as Trinity. Describe some signs and symbols of the Holy Trinity, such as making the sign of the cross and its significance in expressing baptism and participation in the Christian community.</p> <p>Know some prayers of the Catholic Church that express belief in the Trinity and the Holy Spirit, for example, the Glory Be and Come Holy Spirit.</p> <p>Know that Mary is engaged in prayer alongside the disciples and make simple connections between this and how Catholics seek Mary's intercession through prayer.</p> <p>Know the connections between the life of the early Church and the way Catholics gather for Mass in contemporary times.</p> <p>Know that information about the life of Jesus is found in the gospels, the Acts narrates the work of the disciples, and Paul wrote letters to early Christian communities. Understand that these are different literary forms of writing.</p>
<p>Unit Assessment Questions:</p> <p>Can you tell me something about how we celebrate Mass today by remembering the story of Emmaus?</p> <p>How did the disciples know it was Jesus in the story of Emmaus?</p> <p>Why is the Holy Trinity considered a mystery, and how does it connect with the Eucharist we have at Mass?</p> <p>How did Mary help the disciples before Pentecost, and why do we ask her for help in our prayers today?</p>	<p>New Learning/Disciplinatory Knowledge (I can):</p> <p>I can express my thoughts about the story of Emmaus and share when the disciples recognised Jesus.</p> <p>I can pose and answer questions regarding the emotions of the disciples between the Ascension and Pentecost, taking note of Mary's role.</p> <p>I can explore various symbols of the Trinity, discussing their representations, for example, by visiting a local church.</p> <p>I can reflect on how the Holy Spirit assisted the disciples and connect this to potential impacts in my life, providing examples.</p> <p>I can discuss personal and others' experiences and feelings regarding what it means for a Christian to share the gospel.</p>

Year group: Year 3	Unit: Dialogue and Encounter
Unit Enquiry Question: What can we learn from other religious celebrations?	
Knowledge Lens Content: Dialogue, Encounter	Vocabulary: Passover, unleavened, Exodus, Muslim, Islam, Ramadan, Sawm, adhan
<p>Previous Learning:</p> <p>Know what the story of the Good Samaritan teaches about how Christians should live.</p> <p>Know an initiative Christians work on together locally and globally in the service of others.</p> <p>Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</p> <p>Know about respecting the beliefs of people from different communities in their local area.</p>	<p>New Learning/Substantive Knowledge (I know):</p> <p>Know how to connect the story of Exodus (12:1-8,15-20, 13:3) with the account of the Last Supper in Luke (22:14-23).</p> <p>Know how Jewish people in Britain celebrate the Passover today, linking it with the Exodus account, and use appropriate vocabulary for symbols and actions in the meal.</p> <p>Know how to make simple connections between some Islamic religious laws, beliefs, worship, and life, such as belief in one God, the Creator, the significance of Muhammed, and the importance of the will of God.</p>
<p>Unit Assessment Questions:</p> <p>Why do Jewish families celebrate the festival of Passover, and what is the significance of unleavened bread during the Seder meal?</p> <p>Describe how the Last Supper is connected to the Jewish festival of Passover, and explain why unleavened bread and wine are important in both.</p> <p>What do you find interesting about the Jewish festival of the Pasover?</p> <p>Why is it important for Christians to remember and repeat the actions of Jesus during the Last Supper when they celebrate Mass?</p>	<p>New Learning/Disciplinatory Knowledge (I can):</p> <p>I can wonder why Jesus chose to celebrate the Last Supper on the feast of the Passover.</p> <p>I can explore some examples of Islamic art or religious music, such as Islamic calligraphy or the adhan, and ask 'I wonder' questions about what I have seen.</p> <p>I can listen 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.</p> <p>I can reflect on the meaning of what I have learned for my own life.</p> <p>I can talk, ask, and answer questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live.</p>