



St Oswald's Catholic Primary School

Year Autumn Overview 2020 -2021

<u>Subject Area</u>	<u>Autumn</u>	
<u>English</u>	<u>Autumn 1</u> Stories from imaginary worlds – ‘Rain Before Rainbows’ <u>Autumn 2</u> Newspapers Explanation Texts Advertisements	
<u>Mathematics</u>	<u>Autumn 1</u> Place Value, Ordering and Comparing numbers, Estimating, Rounding, Roman Numerals, Addition, <u>Autumn 2</u> Subtraction, Converting lengths, Multiplication, Times Tables and related Division facts	
<u>Science</u>	<u>Catch-Up Curriculum (Y3)</u> <u>What is the difference between a reflection and a shadow?</u> <u>Light</u> - explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves - look for, and measure, shadows	<u>What happens to food and drink when it enters our bodies?</u> <u>Animals, including humans</u> -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions

	- find out how they are formed and what might cause the shadows to change.	-construct and interpret a variety of food chains, identifying producers, predators and prey
<u>History</u>	<p style="text-align: center;"><u>Catch-Up Curriculum (Y3)</u></p> <p style="text-align: center;"><u>What were the successes of Ancient Egypt?</u></p> <p>Focus on Ancient Egypt in the chronology of Ancient civilisations. Some of the key aspects of our learning will focus on religion and culture. The children will understand the methods of historical enquiry the use of evidence and pose their own historically valid questions.</p>	<p style="text-align: center;"><u>What impact has Ancient Greece had on modern life?</u></p> <p>As Historians, the children will be studying Ancient Greece. They will learn about many of the different Greek Gods, the beliefs Greeks had around these and research how Ancient Greece’s achievements have impacted on modern Greece.</p>
<u>Geography</u>	<p style="text-align: center;"><u>Catch-Up Curriculum (Y3)</u></p> <p style="text-align: center;"><u>What will we see on a journey around Europe?</u></p> <ul style="list-style-type: none"> - Comparing and contrasting physical/human features of various capital cities in Europe - Study a European country of interest Spain and compare to the UK its climate, physical features and human features. <p style="text-align: center;"><u>Where does our food come from?</u></p> <ul style="list-style-type: none"> - Find out where food comes from, locate countries that farm these foods and discuss trade/working conditions. - Understand that our food is grown in many countries because of their climate - The children will plot the journey of food to our cupboard (e.g. coffee) - Use four figure compasses and letter/ number coordinates to identify features on a map - make a map of a short route, with features in current order - Locate places using a range of maps including OS and digital 	<p style="text-align: center;"><u>How have the regions of the UK changed?</u></p> <p>As geographers, children will study the UK, including names of counties, cities and towns. They will use maps, atlases and globes to locate them. The children will investigate land use patterns; understand how some of these aspects have changed over time.</p>
<u>Computing</u>	<p style="text-align: center;"><u>Will you read my blog?</u></p> <p style="text-align: center;"><u>Recovery Curriculum</u></p>	<p style="text-align: center;"><u>Can I bring my writing to life?</u></p>

	<p style="text-align: center;"><u>Back to the Future</u></p> <p>In this project, children will create their own blog using Google Classrooms, detailing what they learn from researching about different technologies, inventors and the different components of a computer.</p>	<p style="text-align: center;"><u>MGL Heroes - Coding with Scratch</u></p> <p>In this computing activity, children will blend creative writing and coding to produce their own interactive animations. Pupil create a game using repeat loops.</p>
<u>Art</u>	<p style="text-align: center;"><u>Catch-Up Curriculum (Y3)</u> <u>Can I create a sustainable sculpture?</u></p> <p><u>Inspire</u> Look at sustainable art from Mike Weber ('Pooh's Honey') and Tim Noble (shadow art).</p> <p><u>Skill</u> Use recycled paper to print, fold, cut and stick to make 3D structures with different textures. Use different methods of cutting and joining to attach paper/cardboard.</p> <p><u>Final Product</u> Children to create a sculpture from recycled paper-based materials to convey a message about sustainability.</p>	<p style="text-align: center;"><u>Can I create a self-portrait inspired by Andy Warhol?</u></p> <p><u>Inspire</u> Discuss simple observational drawings 'Campbell's Soup Cans' (1962) Give opinions on light and shade in 'Marilyn Monroe' (1967)</p> <p><u>Skill</u> Create a simple observational line drawing Use colour to show light and shade</p> <p><u>Final Product</u> Children to create a self-portrait in the style of 'Marilyn Monroe', using colour to show light and shade.</p>
<u>Design Technology</u>	<p style="text-align: center;"><u>Catch-Up Curriculum (Y3)</u> <u>Can you design and create a pencil case and evaluate whether it is fit for purpose?</u></p> <p>Investigate and research a range of pencil cases and their features. Children to develop and practice their sewing skills to design a pencil case. To be able to follow a design to make a pencil case. Children should shape textiles using templates and join textiles using a running stitch. Children are to colour and decorate</p>	<p style="text-align: center;"><u>Can I make a savoury dish linked to the Ancient Greeks?</u> <u>Food Technology</u></p> <p>In this topic, the children will have the opportunity to develop their knowledge of a range of healthy food recipes. They will appreciate the importance of having a healthy diet and will have the chance to prepare, cook and then try the meals.</p>

	<p>textiles using a variety of techniques; e.g. dyeing, printing, adding sequins to make their product aesthetically pleasing. Evaluate a finished product.</p>	
<p><u>PE</u></p>	<p><u>Catch-Up Curriculum – Y3 Objectives taught throughout Autumn Term</u></p> <p>Use a range of skills to help them keep possession and control of the ball Striking with accuracy, Fielding- throwing and catching with control and accuracy Develop skills from the 3 main aspects of athletics – running, jumping and throwing Link running and jumping movements Demonstrate a range of throwing actions using a variety of objects. Suggest warm up activities Perform the basic skills needed for the games with control and consistency Begin to understand tactics and rules of a game and the basics of positioning, defending and attacking.</p> <p><u>Dodgeball</u></p> <p>Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, Use a range of skills to keep possession and make progress towards a goal, on their own and with others, Choose good places to stand when receiving, and give reasons for their choice. Throwing and Catching, Moving and dodging within the game. Begin to influence a composed game. Can control and catch a ball with movement.</p> <p><u>Gymnastics</u></p> <p>Develop a range of actions, body shapes and include a performance, Create gymnastic sequences that meet a theme or set of objectives, Describe how their body reacts</p>	<p><u>Handball</u></p> <p>Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, Use a range of skills to keep possession and make progress towards a goal, on their own and with others, Choose good places to stand when receiving, and give reasons for their choice. Throwing, catching, bouncing, Begin to influence opposed conditioned games. Control and catch a ball with movement. Accurately pass to someone else. Move with a ball.</p> <p><u>Dance</u></p> <p>Explore, improvise and combine movements, Create structure in sections of dance using a range of movement patterns, Understand why dance is good for fitness, Comment on their own work and the work of others. Wimbledon Demonstrate precision, control and fluency in response to stimuli. Vary dynamics and develop actions with a partner or as part of a group. Continually demonstrate rhythm and spatial awareness. Modify performance and that of others as a result of observation and basic understanding of the structure of the body.</p>

	<p>to different situations, Make simple judgments on their own and others work, Suggest ways performance can be improved. Transferring body weight</p> <p>Copy, remember, explore, link and vary ideas with control and coordination.</p> <p>Apply compositional ideas to sequences alone and with others.</p> <p>Describe my own and others work noting similarities and differences. I can make suggestions for improvements.</p> <p>Understand working safely. Recognise changes in my body can give reasons why PE is good for health.</p> <p>(LSSP)</p>	
<u>Music</u>	<u>Resonate (Bought in Services)</u>	
<u>MFL</u>	<p><u>What do I look like?</u></p> <p><u>Self, family & friends -(describing features)</u></p> <p>- To know how to describe your own features and that of a family member. To be able to match adjectives with the correct gender noun. To build up more descriptive vocabulary. To write in the first and third person.</p>	<p><u>What's my favourite subject?</u></p> <p><u>School life - (school subjects)</u></p> <p>-To know how to describe your lessons in school. To describe your preferences and what you are good at. To explain what time lessons are at by studying a timetable.</p>