



**St Oswald's Catholic Primary School**



**Year 3 Spring Overview 2021**

<b><u>Subject Area</u></b>	<b><u>Spring</u></b>
<b><u>English</u></b>	<b><u>Spring 1</u></b> Instructions Adventure Stories  <b><u>Spring 2</u></b> Mystery Stories Calligrams and Shape Poems
<b><u>Mathematics</u></b>	<b><u>Spring 1</u></b> Multiplication and division Measurement: Money  <b><u>Spring 2</u></b> Statistics Measurement: Length and perimeter Number: fractions
<b><u>Science</u></b>	<b><u>Spring 1</u></b> <b><u>What is a magnet and how does it work?</u></b> <b>Forces and Magnets</b> To compare how things move on different surfaces To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other and attract some materials and not others To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials To describe magnets as having 2 poles To predict whether 2 magnets will attract or repel each other, depending on which poles are facing  <b><u>Spring 2</u></b> <b><u>What does a plant need to survive?</u></b> <b>Plants</b>

	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>To investigate the way in which water is transported within plants</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<b><u>History</u></b>	<p><b><u>Spring 1 – History Day</u></b></p> <p><b>What was life like during the Stone Age?</b></p> <p><b>The Stone Age</b></p> <p>As Historians, the children will be learning about the Stone Age to Iron Age period. The children will build upon their understanding of chronology, understand what life was like at that time. The children will deepen their understanding and analysis of different sources of historical information.</p>
<b><u>Geography</u></b>	<p><b><u>Spring 2</u></b></p> <p><b>What will we see on a journey around Europe?</b></p> <p><b>Europe</b></p> <p>As geographers, children will, Locate Europe including Russia using maps and globes. Locate key countries in Europe relevant to our pupils and current news. Find capital cities on maps, comparing and contrasting physical/human features. Study a European country of interest Spain and compare to the UK its climate, physical features and human features.</p>
<b><u>Art</u></b>	<p><b><u>Spring 1 – Art Day</u></b></p> <p><b>Can I tell a story without words?</b></p> <p><b>Stone Age Art</b></p> <p>Share cave painting images and ask questions about what could be happening in the images. Give children a short story to illustrate in one scene. Ask children to take pictures and upload own cave painting sketch of their life at home.</p>
<b><u>Design Technology</u></b>	<p><b><u>Spring 2</u></b></p> <p><b>Can you make a mini greenhouse using CAD?</b></p> <p><b>Computer Aided Design</b></p> <p>Children to use computer programme Sketchup, to design a mini greenhouse. Links with Science topic of plants. Children are to research greenhouses, their function and purpose. Children are to use a computer programme to design their product and then select from a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. Children are to have choice of a wide range of materials and components to use to create their product to ensure it is functional.</p>
<b><u>Music</u></b>	<p><b><u>Partial school closure – music sessions via remote learning</u></b></p> <p>Charanga Yumu</p>

	<p><b><u>Ukulele</u></b>  <b>How can I play 'clean' sounding notes when playing ukulele?</b>  Wider Opportunities – led by Mr Hawley</p>
<p><b><u>RSHE</u></b></p>	<p><b><u>Spring 1</u></b>  <b>Careers, financial capability and economic wellbeing. Saving, spending and budgeting</b>  <b>Can I understand how to keep track of my money?</b>  The children will learn about what influences people's choices about spending and saving money. They will explore the world of work and how people keep track of their money. The children will talk about the difference between needs and wants and best ways to spend their money.</p> <p><b><u>Spring 2</u></b>  <b>How am I created to love others?</b>  <b>Module Two: Created to Love Others</b> explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:  <b>Unit 1 – Religious Understanding</b> tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.  <b>Unit 2 – Personal Relationships</b> help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.</p>
<p><b><u>Computing</u></b></p>	<p><b><u>Spring 1 – Remote learning</u></b>  Topics covered:  E-safety including Safer Internet Day  Digital Footprint  Coding</p> <p><b>Can I create a programmable world using Kodu?</b>  <b>Unable to teach due to remote learning (Computing programme not accessible via online learning)</b>  Children to understand how an algorithm is implemented using a sequence of precise instructions and predict the outcome of a sequence. Test a program and recognise when they need to debug it. Detect a problem in an algorithm, which could result in a different outcome to the one intended. Design, write, execute and debug programs of increasing complexity that accomplish a specific goal. Use logical reasoning to predict and debug more complex programs.</p> <p><b><u>Spring 2</u></b>  <b>How do I know if digital media has been altered?</b></p>

	<p><b>Altering digital media</b>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Pupils will consider that all of the media they see could have been altered. Save and retrieve work online, on the school network and their own device. Think about whether they can use images that they find online in their own work.</p>
<p><b><u>PE</u></b></p>	<p><b><u>Spring 1</u></b>  <b><u>Basketball</u></b>  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  To begin to understand tactics and rules of a game</p> <p><b><u>Gymnastics</u></b>  Improve the quality of their actions, body shapes and balance, select appropriate actions and consolidate simple ideas.  Know the importance of strength  Evaluate their work and quality of their performance.  Recognise how their work can be improved  Transferring Body weight to copy, remember, explore, link and vary ideas with control and coordination.  To apply compositional ideas to sequences alone and with others.  To describe my own and others work noting similarities and differences. To make suggestions for improvements.  I understand working safely. I recognise changes in my body can give reasons why PE is good for health.</p> <p><b><u>Spring 2</u></b>  <b><u>Bench ball</u></b>  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  To roll with accuracy, throwing with accuracy, Catch a ball with movement  To begin to understand tactics and rules of a game</p> <p><b><u>Dance</u></b>  Improvise freely, on their own or with a partner, translate ideas into a dance, Create and link phrases using a simple dance structure,  Perform dances with an awareness of rhythm on their own or in a group. Body Shape to perform with control and coordination. To</p>

	<p>respond imaginatively to a variety of stimuli to vary dynamics, levels, speed and direction. To discuss my own and others performance with simple vocabulary. I understand the need for warm up and cool down.</p>
<p><b><u>MFL</u></b></p>	<p><b><u>Spring 1</u></b>  <b>What's the weather like today?</b>  <b>Weather and the world around us</b>          To recognise the days of the week and the months of the year. To be able to describe some weather appropriate for the seasons.</p> <p><b><u>Spring 2</u></b>  <b>What's my ideal pet?</b>  <b>Animals and home environments</b>          To recognise familiar stories told in Spanish. To know some animal vocabulary. To use repetition of phrases to understand verbs and some given adjectives.</p>
<p><b><u>R.E</u></b></p>	<p><b>Is life a journey?</b>  <b>Journeys</b>          To ask and respond to questions about their own and others' experiences and feelings about the events, which mark the year or the season and ask questions about what they and others wonder about how we help one another on the journey through the year. to show how feelings and beliefs affect how they and others behave in their life journey</p> <p><b>What's so important about listening and sharing?</b>  <b>Listening and Sharing</b>          To show how feelings and beliefs affect their own and others' desire to listen to and share.          To be able to compare their own and others' ideas about the question of how and why we listen and share that these questions are difficult to answer.</p> <p><b>What makes some people give everything for other people?</b>  <b>Giving All</b>          To retell some of the stories of Holy Week and the Resurrection.          To give reasons why Christians want to share God's love with others.</p>