



St Oswald's Catholic Primary School

Year 3 Spring Overview 2021-22

<u>Subject Area</u>	<u>Spring</u>	
<p align="center">R.E.</p>	<p>Is life a journey? Journeys</p> <p>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>What's so important about listening and sharing? Listening and Sharing</p> <p>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>What makes some people give everything for other people? Giving All</p> <p>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>
<p align="center">English</p>	<p>Authors and Stories Mystery Stories</p>	<p>Instructions Calligrams and Shape Poems</p>
<p align="center">Mathematics</p>	<p>Multiplication and division Measurement: Money Statistics</p>	<p>Measurement: Length and perimeter Number: fractions</p>
<p align="center">Science</p>	<p>What is a magnet and what can they do? Forces and Magnets</p> <p>To compare how things move on different surfaces To notice that some forces need contact between 2</p>	<p>What does a plant need to survive? Plants</p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>



	<p>objects, but magnetic forces can act at a distance</p> <p>To observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>To describe magnets as having 2 poles</p> <p>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</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>
Computing	<p>Can I use Kodu to create a virtual world? Creating a Programmable World</p> <p>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>Can I understand how digital media can be altered and how I need to be critical of the media I consume? Altering Digital Media</p> <p>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>
PE	Swimming	Swimming
Games	<p>Bench ball</p> <p>Use a range of skills to help them keep possession and control of the ball</p> <p>Perform the basic skills needed for the games with control and consistency</p>	<p>Basketball/Netball</p> <p>Use a range of skills to help them keep possession and control of the ball</p> <p>Perform the basic skills needed for the games with control and consistency</p>



	<p>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>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>
MFL	<p>What's the weather forecast? Weather & the world around us (days & months)</p> <p>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>Querida zoo – what's my ideal pet? Animals, home and environments (describing animals)</p> <p>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>
RSHE	<p><i>Life to the full:</i> Created and Loved by God: Emotional Wellbeing Created and Loved by God: Life Cycles</p> <p><i>A Journey in Love:</i> How We Live in Love Section 2: Physical LI: To describe and give reasons why friendship can break down, how they can be repaired and strengthened</p> <p><i>Mental Health & Wellbeing week</i> <i>Internet Safety Day</i> <i>Chinese New Year</i></p>	<p><i>Life to the full:</i> Module 2: Created to love others Unit 1 Religious Understanding Story Sessions Jesus, My Friend Module 2: Created to love others Unit 2 Personal relationships Session 1 Family, Friends and Others Session 2 When Things Feel Bad Session 3 When Things Change</p> <p><i>World Book Day</i></p>
History (Opening Worlds Phase 1)	<p>How do we know about the Indus Valley civilisation? Indus Valley Civilisation</p> <p>Sites and artefacts in the Indus Valley (including the</p>	<p>What did Greek city-states have in common? Persia and Greece</p> <p>Start with ancient Persia and its empire to set</p>



	dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.	geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses.
Geography (Opening Worlds Phase 1)	How are settlements similar and different? Settlements & Cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? London as a conurbation and London boroughs Two cities: Cardiff and London, inc economy & transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. Map Skills: using a grid to find and compare locations.	How are we connected to farmers? Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex.
Art	Can I tell a story without words? Cave painting – Stone Age sketched tableau 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.	
Design Technology	Can you make a mini greenhouse using CAD? Computer Aided Design 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.
Music	Wider opportunities for the whole year learning to play Ukulele with specialist teacher. During their lessons children will be taught: Chords, timbre, texture, dynamics, rhythm and pitch Children will be given the opportunity to perform on their instrument.