



**St Oswald's Catholic Primary School**

**Year 3 Autumn Overview 2022-23**

<b>Subject Area</b>	<b>Autumn</b>		
<p align="center"><b>R.E.</b></p>	<p>What makes a house a home? <b>Homes</b></p> <p>Know and understand: The joys and sorrows of being a family at home – <i>Explore</i> God's vision for every family – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>Why make promises? <b>Promises</b></p> <p>Know and understand: Belonging to a group involves promises and rules – <i>Explore</i> The meaning of the promises made at Baptism – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>Are visitors always welcome? <b>Visitors</b></p> <p>Know and understand: The demands and joys of visitors – <i>Explore</i> Advent: waiting for the coming of Jesus – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p><i>Other faiths week: Judaism</i></p>
<p align="center"><b>English</b></p>	<p>Stories from a familiar setting Reports</p>		<p>Information Texts Poems to Perform</p>
<p align="center"><b>Mathematics</b></p>	<p>Place Value Addition &amp; Subtraction</p>		<p>Multiplication &amp; Division</p>
<p align="center"><b>Science</b></p>	<p><b>Plants</b></p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of</p>	<p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter</p>	



	flowering plants, including pollination, seed formation and seed dispersal.	
<b>Computing</b>	Can I use Microsoft Word to compose an email? <b>Composing Emails</b>  Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email.	Can I use various digital commands to create a program? <b>Programming a Game</b>  Pupils will explore sequencing, selection, repetition, inputs and outputs in programs they create.
<b>PE</b>	Gymnastics  Movement - Accurately perform a forward roll from standing and a tucked backward roll Perform a squat on vault accurately, hurdle step onto a springboard correctly Rebound off the springboard to create height. Perform a lunge into handstand and a cartwheel accurately. Choose and plan contrasting actions Begin to use own ideas Comment on similarities	Dance  Use movements to tell a narrative, combine and link an increasing number of movement phrases and patterns, using precision and control Show an awareness of other's movements, responding accordingly with their own movements Create dance phrases Communicate ideas with others
<b>Games</b>	Dodgeball  Use a range of skills to help them keep possession and control of the ball Make progress towards a goal, on their own and with others, Moving and dodging within the game.	Football  Perform the basic skills needed for the games with control and consistency Dribbling with control. Shooting with accuracy to score goals Begin to move on and off the ball. Begin to explain their movement and how it helps others
<b>MFL</b>	Can I sing 'Heads, shoulders, knees and toes' in Spanish? <b>Self, family &amp; friends (body parts)</b>  To recognise the body parts involved in singing 'Heads, shoulders, knees and toes'. To recognise these written words	What's in my pencil case? <b>School life (classroom objects)</b>  To be able to name the stationary found in a pencil case. To name objects that can be found in a school classroom. To be



	and be able to match them with the correct body parts. To combine known language from prior topics to form descriptive phrases.	able to use the phrase 'hay' = there is, confidently and identify gendered nouns.
<b>RSHE</b>	<p><i>Journey in Love:</i> Who takes care of me?</p> <p>How do I stay safe?</p> <p><i>Wellbeing week</i> <i>Black History Month</i></p>	<p><i>Life to the full:</i> Created and loved by God: Religious Understanding Session 1: Get up! Session 2: The Sacraments</p> <p>Created and loved by God: Me, my body, my health Session 1: We don't have to be the same Session 2: Respecting Our Bodies</p> <p><i>Anti-Bullying week</i> <i>Road safety</i></p>
<b>History</b> <b>(Opening Worlds Phase 1)</b>	<p>How much did Ancient Egypt change over time? <b>Ancient Egypt</b></p> <p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time –</p>	<p>How similar and how different were Ancient Egypt and Ancient Summer? <b>Cradles of civilisation</b></p> <p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were &amp; geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geog knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion &amp; Worldviews Spring 2, Summer 1) Indus valley to Hinduism - see right).</p>
<b>Geography</b> <b>(Opening Worlds Phase 1)</b>	<p>What are the similarities and differences between the Rivers Severn and the River Indus? <b>Rivers 1</b></p> <p>Depth focus: The River Indus - its source, course, beauty, uses (ancient &amp; modern) and some of its environmental</p>	<p>How do mountains interact with what is around them? <b>Mountains</b></p> <p>Highest mountain in each of the four nations of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire</p>



	challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). Tributaries. How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.	Dales. Why do people live on mountains? Depth focus: Andes Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people.
<b>Art</b>	Can I create a self-portrait inspired by Kandinsky? <b>Kandinsky</b>  <i>Inspire</i> Block colour pattern in 'Colour Study' (1913) Circle patterns in 'Several Circles' (1929) <i>Skill</i> Practise repeated block colour patterns Use printing methods to practise a circle pattern image <i>Final Product</i> Children to use block patterns and circle printing to create an abstract self-portrait.  <i>Must cover skills – Drawing, colour</i>	
<b>Design Technology</b>	Can you make European savoury dish? <b>Cooking &amp; Nutrition</b>  To understand and apply the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed  Children will prepare and cook a variety of dishes using a range of cooking techniques focusing on European dishes – in preparation for Geography unit in the spring.	
<b>Music</b>	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.	



--	--