St Oswald's Catholic Primary School

Year 3 Spring Overview 2023-24

Subject Area	Spring		
R.E.	Is life a journey? Journeys 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	What's so important about listening and sharing? Listening and Sharing 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.	What makes some people give everything for other people? Giving All 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.
English	Mystery Stories Authors and Stories	Instructions Calligrams and Shape Poems	
Mathematics	**Statistics** Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables **Measurement - Length**	**Number – Fractions** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts 3F–1 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3F-2 Compare and order unit fractions, and fractions with the same denominators	

	Measure, compare, add and subtract: lengths (m/cm/mm) Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **Measurement – Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators **Measurement – Mass and capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Science	Light and Shadow To understand different light sources, how light is reflected off objects, how shadows form, changing shadows and eye protection.	Animals including humans To understand nutrition, the musculoskeletal system for support, movement, and protection.
Computing	Can I use prediction skills to debug a program? **Prediction and Debugging** Pupils will learn how to use prediction when coding to test and debug written programs.	Can I understand how digital media can be altered and how I need to be critical of the media I consume? **Altering Digital Media** Pupils will look at the skills behind taking a good photograph and how these can be edited in various ways.
PE	**Swimming** Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills, Swim competently, confidently and proficiently over a distance of at least 25 metres, Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges, perform self-rescue in different water-based situations, Describe and evaluate the quality of swimming and recognise what needs improving	
Games	**OAA** Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be	**Athletics** In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations

	inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes	of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.
MFL	What's the weather forecast? Weather & the world around us (days & months) To recognise the days of the week and the months of the year. To be able to describe some weather appropriate for the seasons.	Querida zoo – what's my ideal pet? Animals, home and environments (describing animals) To recognise familiar stories told in Spanish. To know some animal vocabulary. To use repetition of phrases to understand verbs and some given adjectives.
RSHE	*Life to the full:* Created and Loved by God: Emotional Wellbeing Created and Loved by God: Life Cycles *A Journey in Love:* 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 *Mental Health & Wellbeing week* *Internet Safety Day* *Chinese New Year*	*Life to the full:* 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 *World Book Day*
History **(Opening Worlds Phase 1)**	How do we know about the Indus Valley civilisation? Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the 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	What did Greek city-states have in common? Persia and Greece Start with ancient Persia and its empire to set 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

	between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.	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.