



**St Oswald's Catholic Primary School**

**Year 3 Summer Overview 2023-24**

<b>Subject Area</b>	<b>Summer</b>		
<b>R.E.</b>	<p>What's the use of energy? <b>Energy</b></p> <p>To ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. To use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt.</p>	<p>What helps me to choose well? <b>Choices</b></p> <p>To ask and respond to questions about their own and others' experiences of making choices. To compare their own and other people's ideas about questions of choices and their consequences and realise that these questions are difficult to answer.</p>	<p>What makes a place special? <b>Special places</b></p> <p>To ask and respond to questions about their own and others' experiences of an feelings about special places. To compare their own and others' ideas about questions that are difficult to answer, relating to why some places are special.</p>
<b>English</b>	<p>Myths Plays and dialogues</p>	<p>Adventure stories Poetry and language play</p>	
<b>Mathematics</b>	<p>Fractions Time</p>	<p>Properties of shape Perimeter</p>	
<b>Science</b>	<p><b>Forces and magnets</b> Non-contact forces, attraction and repulsion of magnets, magnetic materials and the N and S pole of magnets.</p>	<p><b>Bee Project</b> A look at the relationship between bees and their environment; importance in pollination, food and other resource.</p>	
<b>Computing</b>	<p>Can I identify the parts of a computer? Inside a computer</p>	<p>Can I promote my own content of graphic design? Publishing Online Content</p>	



	<p>Pupils will identify the different parts of a computer and explore how computers have evolved over the last 100 years.</p>	<p>Pupils will learn about graphic design, marketing and will develop their publishing skills.</p>
<b>PE</b>	<p><b><u>Gymnastics</u></b> In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p><b><u>Yoga</u></b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>
<b>Games</b>	<p><b><u>Tennis</u></b> Pupils learn how to strike a ball into space and tracking the movement of the ball. They focus on developing their hitting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p><b><u>Basketball</u></b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p>
<b>MFL</b>	<p>What is my favourite sport? <b>Leisure (sports and hobbies)</b></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>What does a monkey like to eat? <b>Summer – (exotic fruits &amp; wild animals)</b></p> <p>To produce exotic fruit nouns and wild animal nouns. To write using a language scaffold. To join in with a story/act out a story and show understanding of words.</p>



<p><b>RSHE</b></p>	<p><i>Journey in Love:</i> Forgiveness</p> <p><i>Life to the full:</i> Created to love others: Keeping safe</p>	<p><i>Life to the full:</i> Created to live in community: Religious Understanding</p> <p>Created to live in community: Living in the wider world</p> <p><i>Enterprise Week</i> <i>Health and Fitness Week</i></p>
<p><b>History (Opening Worlds)</b></p>	<p>What can sources from Ancient Greece tell us? <b>Ancient Greece</b></p> <p>Ancient Greece Art, culture &amp; learning in Ancient Greece Greek architecture, inc. Parthenon Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1) Greek literature, inc. epic poetry – inc. Homer. Tragedy in Greek theatre Ancient Greek language Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p>	<p>How did Alexander the great... ? <b>Alexander the Great</b></p> <p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link Aristotle in Y3), early battles, conquest of Persia, death. Alexander the 'Great'? Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p>
<p><b>Geography (Opening Worlds)</b></p>	<p>How do volcanoes affect a place? <b>Volcanoes</b></p> <p>Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science).</p>	<p>How does the climate affect the way people live? <b>Climate and Biomes</b></p> <p>(Situating, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5.</p>



<b>Art</b>	<p>Can I create sustainable art? <b>3D sculpture making</b></p> <p>Inspire Children to look at sustainability within art (eg Mike Weber 'Pooh's Honey') Take inspiration from Tim Noble to create effective shadows from recycled materials</p> <p>Skill Use recycled materials to sketch on Create collage with 3D elements from recycled materials</p> <p>Final Product Take inspiration from Michelle Reader to create a final piece linking sea life and single use plastic</p>
<b>Design Technology</b>	<p>Can you design and make a pencil case fit for purpose? <b>Textiles</b></p> <p>Design and make a pencil case fit for purpose. Experiment with various designs and evaluate these. Choose appropriate decoration for their finished product. Stitching 2D shapes to make a 3D product. Children are to 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 and aesthetic.</p>
<b>Music</b>	<p>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.</p>