



St Oswald's Catholic Primary School

Year 3 Autumn Overview 2024-25

<u>Subject Area</u>	<u>Autumn</u>		
<p align="center">R.E.</p>	<p>What makes a house a home? Homes</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? Promises</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? Visitors</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">English</p>	<p>Year 3 Unit A The Iron Man by Ted Hughes (Chris Mould Edition)</p>		<p>Year 3 Unit B Fox by Margaret Wild</p>
<p align="center">Mathematics</p>	<p>Place Value Addition & Subtraction</p>		<p>Multiplication & Division</p>
<p align="center">Science</p>	<p>Plants</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>Rocks</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.	
Computing	<u>IT</u> Can I use Microsoft Word to compose an email? Composing Emails 6 Lessons Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email.	<u>CS</u> Can I use various digital commands to create a program? Introduction to Scratch 6 Lessons Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects
PE	<u>Fundamentals</u> I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up. <u>Basketball</u> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly.	<u>Dance</u> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. <u>Football (JL)</u> 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



	<p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>and off the ball. Begin to explain their movement and how it helps others</p>
MFL	<p>Can I sing 'Heads, shoulders, knees and toes' in Spanish? Self, family & friends (body parts)</p> <p>To recognise the body parts involved in singing 'Heads, shoulders, knees and toes'. To recognise these written words and be able to match them with the correct body parts. To combine known language from prior topics to form descriptive phrases.</p>	<p>What's in my pencil case? School life (classroom objects)</p> <p>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 able to use the phrase 'hay' = there is, confidently and identify gendered nouns.</p>
RSHE	<p>Lesson 1 - Journey in Love: How We Live in Love (Social and Emotional) Complete M1U1 Story Sessions: Get Up in CW/Class Read time Lesson 2 - M1U1 Session 2: The Sacraments Complete M2U1 Story Sessions: Jesus, My Friend in CW/Class Read time Lesson 3 - M2U2 Session 1: Family, Friends and Others... Lesson 4 - Anti Bullying Week (wb 11th Nov) Lesson 5 - Road Safety Week (wb 18th Nov) Lesson 6 - M2U2 Session 2: When Things Feel Bad</p> <p>Additional PSHE elements Class Charter, School Council, Good to be Green, Black History Month, Bonfire Safety</p>	
History (Opening Worlds Phase 1)	<p>How much did Ancient Egypt change over time? Ancient Egypt</p> <p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing</p>	<p>How similar and how different were Ancient Egypt and Ancient Summer? Cradles of civilisation</p> <p>Cradles of civilisation The land between two rivers:</p>



	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 –	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 & geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations (lays foundations for Judaism (Y3 Religion & Worldviews Spring 2, Summer 1) Indus valley to Hinduism - see right).
Geography (Opening Worlds Phase 1)	<p>What are the similarities and differences between the Rivers Severn and the River Indus? Rivers 1</p> <p>Depth focus: The River Indus - its source, course, beauty, uses (ancient & modern) and some of its environmental 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.</p>	<p>How do mountains interact with what is around them? Mountains</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 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.</p>
Art	<p>Can I create a self portrait in the style of Frida Kahlo? <i>Must cover skills – Drawing, colour</i></p>	
Design Technology	<p>Can you make European savoury dish? Cooking & Nutrition</p> <p>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</p> <p>Children will prepare and cook a variety of dishes using a range of cooking techniques focusing on European dishes –</p>	



	in preparation for Geography unit in the spring.
Music	<p>3NM- Ukulele session 3KF and 3HF- Three Little Birds</p> <p>Children's learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p>