



**St Oswald's Catholic Primary School**

**Year 3 Yearly Overview 2024-25**

<b>Subject Area</b>	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>		
<b>Religious Education</b>	What makes a house a home? <b>Homes</b>	Why make promises? <b>Promises</b>	Are visitors always welcome? <b>Visitors</b>  <i>Other faiths week:</i> Judaism	Is life a journey? <b>Journeys</b>	What's so important about listening and sharing? <b>Listening and sharing</b>	What makes some people give everything for other people? <b>Giving all</b>	What's the use of energy?! <b>Energy</b>	What helps me to choose well? <b>Choices</b>  <i>Other faiths week:</i> Hinduism	What makes a place special? <b>Special places</b>
<b>English</b>	Stories from a familiar setting Reports	Information Texts Poems to Perform	Mystery Stories Authors	Instructions Calligram-Shape Poems	Myths Dialogue & Plays	Adventure Stories Poetry-Language Play			
<b>Mathematics</b>	Place Value Addition & Subtraction	Multiplication & Division	Statistics Measurement - Length Measurement – Money	Number – Fractions Measurement – Mass and capacity	Fractions Time	Properties of shape Mass Capacity			
<b>Science</b>	Parts of plants, needs of plants and their life cycle. <b>Plants</b>	Comparing different rocks, fossils, soil formation. <b>Rocks</b>	Light sources, how light is reflected off objects, how shadows form, changing shadows, eye protection. <b>Light</b>	Nutrition, Musculoskeletal system for support, movement, and protection. <b>Animals including humans</b>	Non-contact forces, attraction and repulsion of magnets, magnetic materials and the N and S pole of magnets. <b>Forces and magnets</b>	A look at the relationship between bees and their environment; importance in pollination, food and other resource.			



						<b>Bee Project</b>
<b>Computing</b>	<p><b><u>IT</u></b></p> <p>Can I use Microsoft Word to compose an email?</p> <p><b>Composing Emails</b></p> <p><b>6 Lessons</b></p> <p>Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email.</p>	<p><b><u>CS</u></b></p> <p>Can I use various digital commands to create a program?</p> <p><b>Introduction to Scratch</b></p> <p><b>6 Lessons</b></p> <p>Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects</p>	<p><b><u>CS</u></b></p> <p>Can I use prediction skills to debug a program?</p> <p><b>Prediction and Debugging</b></p> <p><b>6 Lessons</b></p> <p>Pupils will learn how to use prediction when coding to test and debug written programs.</p>	<p><b><u>IT</u></b></p> <p>Can I understand how digital media can be altered and how I need to be critical of the media I consume?</p> <p><b>Altering Digital Media</b></p> <p><b>6 Lessons</b></p> <p>Pupils will look at the skills behind taking a good photograph and how these can be edited in various ways.</p>	<p><b><u>CS</u></b></p> <p>Can I identify the parts of a computer?</p> <p><b>Inside a computer</b></p> <p><b>6 Lessons</b></p> <p>Pupils will identify the different parts of a computer and explore how computers have evolved over the last 100 years.</p>	<p><b><u>IT and DL</u></b></p> <p>Can I promote my own content of graphic design?</p> <p><b>Publishing Online Content</b></p> <p><b>6 Lessons</b></p> <p>Pupils will learn about graphic design, marketing and will develop their publishing skills.</p>
<b>PE</b>	<p><b><u>Fundamentals</u></b></p> <p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils</p>	<p><b><u>Dance</u></b></p> <p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose</p>	<p><b><u>OAA</u></b></p> <p>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</p>	<p><b><u>Athletics</u></b></p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different</p>	<p><b><u>Gymnastics</u></b></p> <p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms</p>	<p><b><u>Basketball</u></b></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking,</p>



	<p>will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their</p>	<p>two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to</p>	<p>strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><b>Swimming</b></p> <p>Explore a variety of strokes and perform them with increasing confidence</p> <p>Perform self-rescue in different water-based situations</p>	<p>styles and combinations 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.</p> <p><b>Swimming</b></p> <p>Explore a variety of strokes and perform them with increasing confidence</p> <p>Perform self-rescue in different water-based situations</p>	<p>'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>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> <p><b>Yoga</b></p>
--	---	--	---	--	--	---



	<p>own and with others, taking turns and sharing ideas.</p> <p><b><u>Basketball</u></b></p> <p>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.</p>	<p>perform to others and provide feedback using key terminology.</p> <p><b><u>Football (JL)</u></b></p> <p>Use a range of skills to help them keep possession and control of the ball</p> <p>Use a range of skills to keep possession and make progress towards a goal, on their own and with others</p> <p>Choose good places to stand when receiving,</p>			<p><b><u>Tennis</u></b></p> <p>Pupils learn how to strike a ball into space and tracking the movement of the ball.</p> <p>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</p>	<p>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>
--	--	---	--	--	---	--



	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.	and give reasons for their choice			people they play with and against.	
<b>MFL</b>	Can I sing 'Heads, shoulders, knees and toes' in Spanish? <i>Self, family &amp; friends (body parts)</i>	What's in my pencil case? <i>School life (classroom objects)</i>	What's the weather forecast? <i>Weather &amp; the world around us (days &amp; months)</i>	Querida zoo – what's my ideal pet? <i>Animals, home and environments (describing animals)</i>	Which sports do I like? <i>Leisure - (sports)</i>	What does a monkey like to eat? <i>Summer (exotic fruits &amp; wild animals)</i>
<b>RSHE</b>	<i>Journey in Love:</i> Who takes care of me?  How do I stay safe?  <i>Wellbeing week</i> <i>Black History Month</i>	<i>Life to the full:</i> Created and loved by God: Religious Understanding  Created and loved by God: Me, my body, my health  <i>Anti-Bullying week</i> <i>Road safety</i>	<i>Journey in Love:</i> Alone & Lonely  Forgiveness  <i>Life to the full:</i> Created and Loved by God: Emotional Wellbeing  Created and Loved by God: Life Cycles	<i>Life to the full:</i> Created to Love Others: Religious Understanding  Created to Love Others: Personal Relationships  <i>World Book Day</i>	<i>Journey in Love:</i> Forgiveness  <i>Life to the full:</i> Created to love others: Keeping safe	<i>Life to the full:</i> Created to live in community: Religious Understanding  Created to live in community: Living in the wider world  <i>Enterprise Week</i> <i>Health and Fitness Week</i>



			<i>Mental Health &amp; Wellbeing week Internet Safety Day Chinese New Year</i>			
<b>History (Opening Worlds Phase 1)</b>	How much did Ancient Egypt change over time? <i>Ancient Egypt</i>	How similar and how different were Ancient Egypt and Ancient Summer? <i>Cradles of civilisation</i>	How do we know about the Indus Valley civilisation? <i>Indus Valley Civilisation</i>	What did Greek city-states have in common? <i>Persia and Greece</i>	What can sources from Ancient Greece tell us? <i>Ancient Greece</i>	How did Alexander the Great create an Empire? <i>Alexander the Great</i>
<b>Geography (Opening Worlds Phase 1)</b>	What are the similarities and differences between the Rivers Severn and the River Indus? <i>Rivers 1</i>	How do mountains interact with what is around them? <i>Mountains</i>	How are settlements similar and different? <i>Settlements &amp; Cities</i>	How are we connected to farmers? <i>Agriculture</i>	How do volcanoes affect a place? <i>Volcanoes</i>	How does the climate affect the way people live? <i>Climate and Biomes</i>
<b>Art</b>	Can I create a self portrait in the style of Frida Kahlo?		Can I tell a story without words? <i>Cave painting – sketched tableau</i>		Can I create sustainable art? <i>3D sculpture making</i>	
<b>Design Technology</b>	Can you make European savoury dish? <i>Cooking &amp; Nutrition</i>		Can you use a computer programme to design a mini greenhouse? <i>Computer Aided Design</i>		Can you design and make a pencil case fit for purpose? <i>Textiles</i>	
<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.					

