



# **St Oswald's Catholic Primary School**

## **Year 3 Yearly Overview 2025-26**

<b><u>Subject Area</u></b>	<b><u>Autumn</u></b>			<b><u>Spring</u></b>			<b><u>Summer</u></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: Judaism</i>	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: Hinduism</i>	What makes a place special? <b>Special places</b>
<b>English</b>	Year 3 Unit A The Iron Man by Ted Hughes (Chris Mould Edition)	Year 3 Unit B Fox by Margaret Wild	The Rhythm of the Rain by Grahame Baker-Smith	The Invisible Sounds	Into the Forrest by Anthony Browne	Egyptology			
<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>			



<p><b>Computing</b></p>	<p><u><b>IT</b></u></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><u><b>CS</b></u></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><u><b>CS</b></u></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><u><b>IT</b></u></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><u><b>CS</b></u></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><u><b>IT and DL</b></u></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>
<p><b>PE</b></p>	<p><u><b>Fundamentals</b></u></p> <p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils 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.</p>	<p><u><b>Dance</b></u></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. They will be given the opportunity to perform to others and provide feedback.</p>	<p><u><b>OAA</b></u></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 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><u><b>Athletics</b></u></p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils</p>	<p><u><b>Gymnastics</b></u></p> <p>In this unit pupils 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.</p>	<p><u><b>Basketball</b></u></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.</p> <p><u><b>Yoga</b></u></p>



	<b>Basketball</b> Pupils will defend, attack, throw, catch and dribble. 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.	<b>Football (JL)</b> Use a range of skills to help them keep possession and control of the ball and make progress towards a goal, on their own and with others. Choose good places to stand when receiving, and give reasons for their choice.		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.	<b>Tennis</b> Pupils learn how to strike a ball into space and tracking the movement of the ball. Pupils are given opportunities to work in collaboration with others, play fairly.	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.
<b>MFL</b>	Can I sing 'Heads, shoulders, knees and toes' in Spanish? Self, family & friends (body parts)	What's in my pencil case? School life (classroom objects)	What's the weather forecast? Weather & the world around us (days & months)	Querida zoo – what's my ideal pet? Animals, home and environments (describing animals)	Which sports do I like? Leisure - (sports)	What does a monkey like to eat? Summer (exotic fruits & wild animals)
<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>Life to the full:</i> Created and Loved by God: Emotional Wellbeing Created and Loved by God: Life Cycles <i>A Journey in Love:</i> How We Live in Love <i>Mental Health &amp; Wellbeing week</i> <i>Internet Safety Day</i> <i>Chinese New Year</i>	<i>Life to the full:</i> Module 2: Created to love others  <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>



<b>History</b>	How much did Ancient Egypt change over time? <b>Ancient Egypt</b>	How similar and how different were Ancient Egypt and Ancient Summer? <b>Cradles of civilisation</b>	How do we know about the Indus Valley civilisation? <b>Indus Valley Civilisation</b>	What did Greek city-states have in common? <b>Persia and Greece</b>	What can sources from Ancient Greece tell us? <b>Ancient Greece</b>	How did Alexander the Great create an Empire? <b>Alexander the Great</b>
<b>Geography</b>	What are the similarities and differences between the Rivers Severn and the River Indus? <b>Rivers 1</b>	How do mountains interact with what is around them? <b>Mountains</b>	How are settlements similar and different? <b>Settlements &amp; Cities</b>	How are we connected to farmers? <b>Agriculture</b>	How do volcanoes affect a place? <b>Volcanoes</b>	How does the climate affect the way people live? <b>Climate and Biomes</b>
<b>Art</b>	Can I create a self- portrait in the style of Frida Kahlo?		Can I tell a story without words? <b>Cave painting – sketched tableau</b>		Can I create sustainable art? <b>3D sculpture making</b>	
<b>Design Technology</b>	Can you make European savoury dish? <b>Cooking &amp; Nutrition</b>		Can you use a computer programme to design a mini greenhouse? <b>Computer Aided Design</b>		Can you design and make a pencil case fit for purpose? <b>Textiles</b>	
<b>Music</b>	<b>Three Little Birds</b> Children's learning is focused around one song: Three Little Birds. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs. <b>Glockenspiel</b> This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.		<b>The Dragon Song</b> A Song About Kindness, Respect, Friendship, Acceptance and Happiness. Using your imagination and working together as a class, create your own performance of this song  <b>Bringing us together</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.		<b>Let your Spirit Fly</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Let Your Spirit Fly - an R&B song for children.  <b>Reflect, rewind and replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.	