St Oswald's Catholic Primary School

Year 3 Spring Overview 2026

Subject Area	Spring	
R.E.	**Galilee to Jerusalem** Year 3 RED focusing on "Galilee to Jerusalem" explores Jesus's public ministry, teaching about the **Kingdom of God** through **parables**, **miracles**, and **encounters**, highlighting themes of love, forgiveness, and God's presence, connecting His life in Galilee to His mission in Jerusalem and showing how His teachings transform lives, like the **Zacchaeus** story, leading to faith and discipleship	**Desert to Garden** Year 3 RED "Desert to Garden" in Catholic schools focuses on **Lent, Holy Week, and Easter**, exploring the journey from the desert (Lent's sacrifice) to the garden (Resurrection's new life). Pupils learn about Jesus' Last Supper, the Eucharist, Good Friday, and the Paschal Triduum, linking these events to themes of creation, sacrifice, love, death, and new life, connecting to the Offertory at Mass and Catholic Social Teaching principles like Participation
English	**Rhythm of the Rain** Writing Outcome 1: Setting Narrative Writing Outcome 2: Information Leaflet Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	**Jeremy Button** Writing Outcome 1: Return Narrative Writing Outcome 2: Letter Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although
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	**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

	<u>Measurement - Length</u> 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 **<u>Measurement – Money</u>** Add and subtract amounts of money to give change, using both £ and p in practical contexts	Compare and order unit fractions, and fractions with the same denominators 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 **<u>Measurement – Mass and capacity</u>** 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. **Managing information online** I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	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. **<u>SAFER INTERNET DAY</u>** **Online Bullying** I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.

PE	**Tag Rugby** I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games.	**Tennis** I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
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 inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes	**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 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.	
RSHE	Lesson 1 - Journey in Love: How We Live in Love (Physical) Lesson 2 - M2U3 Session 1: Sharing Online Lesson 3 - Children's Mental Health Week (wb 2nd Feb) Lesson 4 - M2U3 Session 2: Chatting Online Lesson 5 - M2U4 Session 1: Safe in My Body Lesson 6 - M2U4 Session 2: Drugs, Alcohol and Tobacco **Additional PSHE elements** Internet Safety Day, Chinese New Year, Blue for Bobby	

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 between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.	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 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 create a still-life painting?** **Inspire** Observe famous still-life paintings by Vincent Van Gogh (Eg, 'Vase with Fifteen Sunflowers'/'Still Life with Bible'/'Still Life with Vegetables and Fruit') Make commentary on the painting process in sketchbooks **Skill** To apply colour using different textures – dotting, scratching, splashing – and to develop an awareness of how contrasts in texture and colour improve a painting. To explore the effect on paint of adding water, glue, sand, sawdust.	

	Final Product Create a still-life painting using the texture and colour skills studied. **Must cover skills – drawing, colour, pattern**
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	How can music help us learn about different cultures and traditions? Dragon Song This unit explores a song inspired by Chinese culture, focusing on singing, playing instruments, and listening. Children learn about melody, rhythm, and dynamics while developing teamwork and confidence. The topic also encourages understanding of different cultures and traditions, using music to explore friendship, kindness, and expression.