



**St Oswald's Catholic Primary School**

**Year 3 Yearly Overview**

| <b><u>Subject Area</u></b> | <b><u>Autumn</u></b>                                                    |                                                                      | <b><u>Spring</u></b>                                                                                                   |                                                                                                             | <b><u>Summer</u></b>                                                                                                                      |                                                                                                                                          |
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| <b>Religious Education</b> | Branch 1 Creation & Covenant                                            | Branch 2 Prophecy & Promise                                          | Branch 3 Galilee to Jerusalem                                                                                          | Branch 4 Desert to Garden                                                                                   | Branch 5 To the ends of the earth                                                                                                         | Branch 6 Dialogue & encounter                                                                                                            |
| <b>English</b>             | Year 3 Unit A<br>The Iron Man<br>by Ted Hughes (Chris Mould Edition)    | Year 3 Unit B<br>Fox by Margaret Wild                                | Year 3 Unit C<br>The Rhythm of the Rain by Grahame Baker- Smith                                                        | Year 3 Unit D<br>Jeremy Button                                                                              | Year 3 Unit E<br>Into the Forrest by Anthony Browne                                                                                       | Year 3 Unit F<br>Pip and Egg                                                                                                             |
| <b>Mathematics</b>         | Place Value<br>Addition & Subtraction                                   | Multiplication & Division                                            | Statistics<br>Measurement - Length<br>Measurement – Money                                                              | Number – Fractions<br>Measurement – Mass and capacity                                                       | Fractions<br>Time                                                                                                                         | Properties of shape<br>Mass<br>Capacity                                                                                                  |
| <b>Science</b>             | Parts of plants, needs of plants and their life cycle.<br><b>Plants</b> | Comparing different rocks, fossils, soil formation.<br><b>Rocks</b>  | Light sources, how light is reflected off objects, how shadows form, changing shadows, eye protection.<br><b>Light</b> | Nutrition, Musculoskeletal system for support, movement, and protection.<br><b>Animals including humans</b> | Non-contact forces, attraction and repulsion of magnets, magnetic materials and the N and S pole of magnets.<br><b>Forces and magnets</b> | A look at the relationship between bees and their environment; importance in pollination, food and other resource.<br><b>Bee Project</b> |
| <b>Computing</b>           | <b>IT</b><br>Can I use Microsoft Word to compose an email?              | <b>CS</b><br>Can I use various digital commands to create a program? | <b>CS</b><br>Can I use prediction skills to debug a program?                                                           | <b>IT</b><br>Can I understand how digital media can be altered?                                             | <b>CS</b><br>Can I identify the parts of a computer?                                                                                      | <b>IT and DL</b><br>Can I promote my own content of graphic design?                                                                      |



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|    | <b>Composing Emails</b><br><b>6 Lessons</b><br>Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email.                                                                                                                                                                                                                                                                                                            | <b>Introduction to Scratch</b><br><b>6 Lessons</b><br>Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects                                                                                                                                                                                                                                                                                                                   | <b>Prediction and Debugging</b><br><b>6 Lessons</b><br>Pupils will learn how to use prediction when coding to test and debug written programs.                                                                                                                                                                                                                                                                                                                            | <b>Altering Digital Media</b><br><b>6 Lessons</b><br>Pupils will look at the skills behind taking a good photograph and how these can be edited in various ways.                                                                                                                                                                                                                                                                                                                          | <b>Inside a computer</b><br><b>6 Lessons</b><br>Pupils will identify the different parts of a computer and explore how computers have evolved over the last 100 years.                                                                                                                                                                                                                                             | <b>Publishing Online Content</b><br><b>6 Lessons</b><br>Pupils will learn about graphic design, marketing and will develop their publishing skills.                                                                                                                                                                                                                                                                    |
| PE | <b><u>Fundamentals</u></b><br>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.<br><br><b><u>Basketball</u></b><br>Pupils will defend, attack, throw, catch and dribble. Pupils will learn to use attacking skills to maintain possession of the ball. They will | <b><u>Dance</u></b><br>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.<br><br><b><u>Football</u></b><br>Use a range of skills to help them keep possession and control of the ball and make progress towards a goal, on | <b><u>OAA</u></b><br>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.<br><br><b><u>Tag Rugby</u></b><br>Children learn the rules of the game while working cooperatively with teammates. They | <b><u>Athletics</u></b><br>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.<br><br><b><u>Tennis</u></b><br>Pupils learn how to strike a ball into | <b><u>Gymnastics</u></b><br>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.<br><br><b><u>Basketball</u></b><br>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and | <b><u>Rounders</u></b><br>Children learn the rules of the game while working cooperatively with teammates. They will develop their skills by bowling towards a target, striking a bowled ball and using overarm and underarm throws.<br><br><b><u>Yoga</u></b><br>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 |



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|             | start by playing uneven and then move onto even sided games.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | their own and with others. Choose good places to stand when receiving, and give reasons for their choice. | will develop their skills by finding open space, marking opponents, and showing growing control when passing, receiving, and moving with the ball.                                                                                                                                                                                                                                                                                                       | space and tracking the movement of the ball. Pupils are given opportunities to work in collaboration with others, play fairly. | dribbling. Pupils will learn to use attacking skills to maintain possession of the ball.                                                                                                                                                                                                                                                                                                                       | looks to improve well-being by building strength, flexibility and balance. |
| <b>MFL</b>  | Can I sing 'Heads, shoulders, knees and toes' in Spanish?<br><b>Self, family &amp; friends (body parts)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What's the weather forecast?<br><b>Weather &amp; the world around us (days &amp; months)</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Which sports do I like?<br><b>Leisure - (sports)</b>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |
| <b>RSHE</b> | Lesson 1 - Journey in Love: How We Live in Love (Social and Emotional)<br><b><u>Complete M1U1 Story Sessions: Get Up in CW/Class Read time</u></b><br>Lesson 2 - <u>M1U1 Session 2: The Sacraments</u><br><b><u>Complete M2U1 Story Sessions: Jesus, My Friend in CW/Class Read time</u></b><br>Lesson 3 - <u>M2U2 Session 1: Friends, Family and Others...</u><br>Lesson 4 - Anti Bullying Week (wb 10th Nov)<br>Lesson 5 - Road Safety Week (wb 17th Nov)<br>Lesson 6 - <u>M2U2 Session 2: When Things Feel Bad</u><br><br><b><u>Additional PSHE elements</u></b><br>Class Charter, School Council, Zones of Regulation, Black History Month, Bonfire Safety |                                                                                                           | Lesson 1 - Journey in Love: How We Live in Love (Physical)<br>Lesson 2 - <u>M2U3 Session 1: Sharing Online</u><br>Lesson 3 - Children's Mental Health Week (wb 2nd Feb)<br>Lesson 4 - <u>M2U3 Session 2: Chatting Online</u><br>Lesson 5 - <u>M2U4 Session 1: Safe in My Body</u><br>Lesson 6 - <u>M2U4 Session 2: Drugs, Alcohol and Tobacco</u><br><br><b><u>Additional PSHE elements</u></b><br>Internet Safety Day, Chinese New Year, Blue for Bobby |                                                                                                                                | Lesson 1 - Journey in Love: How We Live in Love (Spiritual)<br>Lesson 2 - <u>M2U4 Session 3: First Aid Heroes</u><br>Lesson 3 - <u>M3U1 Session 1: A Community of Love</u><br>Lesson 4 - <u>M3U1 Session 2: What is the Church?</u><br>Lesson 5 - My Money Week<br>Lesson 6 - <u>M3U2 Session 1: How Do I Love Others?</u><br><br><b><u>Additional PSHE elements</u></b><br>Sports and Health Week, Transition |                                                                            |



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| <b>History</b>           | How much did Ancient Egypt change over time?<br><b>Ancient Egypt</b>                                                                                                                                                                                                                                                                                                                                             | How similar and how different were Ancient Egypt and Ancient Sumer?<br><b>Cradles of civilisation</b> | How do we know about the Indus Valley civilisation?<br><b>Indus Valley Civilisation</b>                                                                                                                                                                                                                                                                                    | What did Greek city-states have in common?<br><b>Persia and Greece</b> | What can sources from Ancient Greece tell us?<br><b>Ancient Greece</b>                                                                                                                                                                                                                                                                       | How did Alexander the Great create an Empire?<br><b>Alexander the Great</b>   |
| <b>Geography</b>         | What are the similarities and differences between the Rivers Severn and the River Indus?<br><b>Rivers 1</b>                                                                                                                                                                                                                                                                                                      | How do mountains interact with what is around them?<br><b>Mountains</b>                               | How are settlements similar and different?<br><b>Settlements &amp; Cities</b>                                                                                                                                                                                                                                                                                              | How are we connected to farmers?<br><b>Agriculture</b>                 | How do volcanoes affect a place?<br><b>Volcanoes</b>                                                                                                                                                                                                                                                                                         | How does the climate affect the way people live?<br><b>Climate and Biomes</b> |
| <b>Art</b>               | Can I create a self- portrait in the style of Frida Kahlo?<br><br>Students will study the powerful self-portraits of Frida Kahlo to learn how the famous Mexican artist mixed realism with dreamlike symbolism. They will then sketch and paint their own self-portrait, surrounding their image with personal symbols, bold colours, and elements of nature that represent their own unique identity and story. |                                                                                                       | Can I create landscape art?<br><br>students will explore the vibrant still-life paintings of Vincent van Gogh to see how famous artists use contrasting colours and dramatic techniques. They will then experiment with adding materials like sand, sawdust, and glue directly into their paint to create a textured, final still-life masterpiece of their own.           |                                                                        | Can I create a sculpture in motion?<br><br>students will study how artist Peter Jansen captures the look of running and moving in solid sculptures. They will practice drawing the human body in different action poses before using paper to build their very own sculpture that looks like it is in motion.                                |                                                                               |
| <b>Design Technology</b> | Can you make European savoury dish?<br><b>Cooking &amp; Nutrition</b><br>Students will explore seasonal ingredients and healthy eating principles while learning essential cooking techniques to prepare a variety of savoury dishes. To connect with their upcoming Geography unit, the children will focus specifically on cooking traditional dishes from around Europe.                                      |                                                                                                       | Can you use a computer programme to design a mini greenhouse?<br><b>Computer Aided Design</b><br>Students will research the purpose of greenhouses and use the computer program Tinkercad to design their own functional mini greenhouse from multiple perspectives. This project links closely with their science topic on plants, and children will finish by evaluating |                                                                        | Can you design and make a pencil case fit for purpose?<br><b>Textiles</b><br>Students will design, hand-stitch, and decorate a functional 3D pencil case using either sketches or computer-aided design (CAD). They will select their own materials and tools to accurately cut, join, and finish their creation before evaluating the final |                                                                               |



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|              |                                                                                                                                                                                                                                 | how effectively their final digital models would work in real life.                                                                                                                              | product against their own design criteria and peer feedback.                                                                                                                                                                                             |
| <b>Music</b> | <b>Three Little Birds</b><br>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>The Dragon Song</b><br>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><br>Children's learning is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity. Children will listen and appraise 'Bringing us Together', as well as other know Disco songs. |