


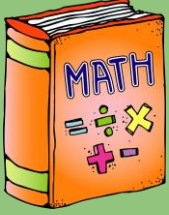








## Year 3 Half-Termly Overview – Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English-Reading</b> 	<b>Text</b> The Heavenly River  <b>Reading Skill:</b> Using inference skills to work out answers	<b>Text</b> The Heavenly River  <b>Reading Skill:</b> Using inference skills to work out answers	<b>Text:</b> The Story of Tutankhamun by Patricia Cleveland-Peck  <b>Reading Skill:</b> Word meaning	<b>Text:</b> The Story of Tutankhamun by Patricia Cleveland-Peck  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Butterfly Lion by Michael Morpurgo  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Butterfly Lion by Michael Morpurgo  <b>Reading Skill:</b> Word meaning
<b>English-Writing</b> 	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Dialogue	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Descriptive writing	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Historical narrative	<b>Text:</b> Stig of the Dump  <b>Key focus:</b> Character description	<b>Text:</b> Stig of the Dump  <b>Key focus:</b> Setting description	<b>Text:</b> Stig of the Dump  <b>Key focus:</b> Diary entry
<b>English- GPS</b> 	<b>Grammar:</b> Inverted commas  <b>Spelling rule:</b> u spelt ou	<b>Grammar:</b> Variety of adjectives  <b>Spelling rule:</b> i spelt y	<b>Grammar:</b> Fronted adverbials  <b>Spelling rule:</b> ei, eigh and ey	<b>Grammar:</b> Figurative language  <b>Spelling rule:</b> k spelt ch	<b>Grammar:</b> Subordinating conjunctions  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Time conjunctions  <b>Spelling rule:</b> dis- and mis- prefix
<b>Mathematics</b> 	<b>Maths unit:</b> Length and Perimeter  <b>Key Learning:</b> Measure, draw and compare lengths Add and subtract lengths. Calculate perimeter	<b>Maths unit:</b> Multiplication and division  <b>Key Learning:</b> Representations of multiplying and dividing.  Understanding	<b>Maths unit:</b> Multiplication and division  <b>Key Learning:</b> Understanding multiplicative relationships: commutativity and inverse	<b>Maths unit:</b> Calculating with multiplication and division  <b>Key Learning:</b> Multiply and divide by 10 Multiply a 2-digit number by a 1-digit number	<b>Maths unit:</b> Calculating with multiplication and division  <b>Key Learning:</b> Multiply and divide by 10 Multiply a 2-digit number by a 1-digit number	<b>Maths unit:</b> Calculating with multiplication and division  <b>Key Learning:</b> Multiply and divide by 10 Multiply a 2-digit number by a 1-digit number




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		<p>multiplicative relationships: commutativity and inverse</p> <p>Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10</p>	<p>Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10</p>	<p>Divide 2-digit by a 1-digit Correspondence problems</p>	<p>Divide 2-digit by a 1-digit Correspondence problems</p>	<p>Divide 2-digit by a 1-digit Correspondence problems</p>
<b>Science</b> 	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To identify that humans, have bones for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To set up a simple practical enquiry. I can communicate my results.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To identify that humans, have muscles for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To identify that some other animals have bones for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To understand that animals, including humans, need the right type of nutrition.</p>	<p><b>Science unit:</b> Animals including Humans</p> <p><b>Key Learning:</b> To understand that animals, including humans, need the right type of nutrition.</p>
<b>Computing</b> 	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Researching a topic from another curriculum subject for a presentation.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Finding background images to illustrate the presentation.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Rehearsing the spoken part of the presentation, ensuring that it works well with the chosen images.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p><b>Key Learning:</b> Record/film each of the individual presentations against a green screen background.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p>Using iMovie to edit the recorded footage and background images.</p>	<p><b>Computing unit:</b> We are Presenters</p> <p>Using iMovie to edit the recorded footage and background images.</p>
<b>History</b> 	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To interpret evidence from prehistory.</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To explain what changed and what stayed the same</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To use and interpret cave paintings to determine what</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning :</b> To explain the changes in the Neolithic and why they were significant.</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning:</b> To explain who Otzi the Iceman was and why he was significant.</p>	<p><b>History unit:</b> The Stone Age</p> <p><b>Key Learning:</b> To create a flowchart showing the cause and consequence of tools</p>

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		from the Palaeolithic to the Mesolithic.	people ate in the Stone Age.			changing in the bronze age.
<b>Art</b> 	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b>  Artist Study Gargas-Cave Painting	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To apply an understanding of prehistoric man-made art.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> .To explore how natural products, produce pigments to make different colours.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To select and apply a range of painting techniques.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To apply painting skills when creating collaborative artwork.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To apply painting skills when creating collaborative artwork.
<b>DT</b> 	<b>DT Unit:</b> Food: Eating Seasonally <b>Key Learning:</b> Cooking - To explain why food comes from different places in the world. To explain the benefits of seasonal food. To develop my cutting and peeling skills. To evaluate seasonal ingredients and design a mock-up using criteria. To evaluate a dish. <b>Outcome:</b> To bake and evaluate their own seasonal tart					
<b>RE</b> 	<b>Key Question:</b> What is belief ?  <b>Key Learning:</b> To ask questions and suggest my own responses to ideas about God	<b>Key Question:</b> What do Christians believe about God and his love?  <b>Key Learning:</b> To identify beliefs about God that are held by Christians	<b>Key Question:</b> Why do Christians believe in God?  <b>Key Learning:</b> To say what makes a difference in people's lives to believe in God.	<b>Key Question:</b> What do Muslims believe about Allah?  <b>Key Learning:</b> To describe some ways in which Muslims describe Allah.	<b>Key Question:</b> Why is the Quran is important?  <b>Key Learning:</b> To describe the importance of the Quran to Muslims	<b>Key Question:</b> Why is the Quran is important?  <b>Key Learning:</b> To describe the importance of the Quran to Muslims

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<b>PSHE/RSE</b>  	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To know the differences between safe and unsafe.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To know the difference between danger and risk.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To understand that medicines are drugs and know that they can be helpful or harmful.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To understand what the term 'drug' means.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To recognise how to stay safe online.,</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To recognise how to stay safe online.,</p>
<b>PE</b>  	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in unison.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in canon.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning :</b> The focus of the learning is to develop pupils' 'Unison Sequences' on the apparatus.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to develop pupils' 'Canon' Sequences' on the apparatus.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is for pupils to develop their sequences further by combining canon and unison in small groups.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is for pupils to complete and perform their sequences in groups.</p>
	<p><b>PE Indoor Unit:</b> Dance</p> <p><b>Key Learning:</b> To respond to different stimuli being able to sustain characters to add drama and emotion to the dance.</p>	<p><b>PE Indoor Unit:</b> Dance</p> <p><b>Key Learning:</b> To build on the character work adding drama and emotion to dance and to create motifs in pairs.</p>	<p><b>PE Indoor Unit:</b> Dance</p> <p><b>Key Learning :</b> To execute a wider variety of movements singly and in extended sequences, with a partner.</p>	<p><b>PE Indoor Unit:</b> Dance</p> <p><b>Key Learning:</b> To extend dance skills by using more complex actions.</p>	<p><b>PE Indoor Unit:</b> Dance</p> <p><b>Key Learning:</b> To extend dance skills by using more complex actions.</p>	<p><b>PE Indoor Unit:</b> Dance</p> <p><b>Key Learning:</b> To bring together the choreography from the suggested sequence of learning to create a final performance.</p>
<b>Music</b>  	<p><b>Music Unit:</b> Three Little Birds</p> <p><b>Key Learning:</b> Learn the lyrics to a new song</p>	<p><b>Music Unit:</b> Three Little Birds</p> <p><b>Key Learning:</b> Use instruments to accompany a song</p>	<p><b>Music Unit:</b> Three Little Birds</p> <p><b>Key Learning:</b> Improvise when singing and playing instruments</p>	<p><b>Music Unit:</b> Three Little Birds</p> <p><b>Key Learning:</b> Compose with a song</p>	<p><b>Music Unit:</b> Three Little Birds</p> <p><b>Key Learning:</b> Identifying structures of a song</p>	<p><b>Music Unit:</b> Three Little Birds</p> <p><b>Key Learning:</b> Identifying structures of a song</p>



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<p><b>MFL</b></p> 	<p><b>MFL Unit:</b> On fait la fête (Celebrations)</p> <p><b>Key Learning:</b> To learn the names of different celebrations</p>	<p><b>MFL Unit:</b> On fait la fête (Celebrations)</p> <p><b>Key Learning:</b> To develop understanding of the names of different celebrations</p>	<p><b>MFL Unit:</b> On fait la fête (Celebrations)</p> <p><b>Key Learning:</b> To discuss celebrations that they like and dislike.</p>	<p><b>MFL Unit:</b> On fait la fête (Celebrations)</p> <p><b>Key Learning:</b> To match celebrations to months of the year.</p>	<p><b>MFL Unit:</b> On fait la fête (Celebrations)</p> <p><b>Key Learning:</b> To match their birthday with the appropriate month of the year.</p>	<p><b>MFL Unit:</b> On fait la fête (Celebrations)</p> <p><b>Key Learning:</b> To apply all taught skills from the previous lessons.</p>
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