


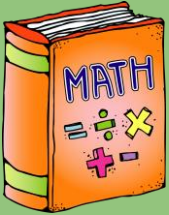









## Year 3 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English-Reading</b> 	<b>Text:</b> Stig of the Dump  <b>Reading Skill:</b> Make inferences based on what is read.	<b>Text:</b> Stig of the Dump  <b>Reading Skill:</b> Predict what might happen from details stated and implied.	<b>Text:</b> Norse Mythology  <b>Reading Skill:</b> Retrieve and recall information.	<b>Text:</b> Norse Mythology  <b>Reading Skill:</b> Retrieve and recall information.	<b>Text:</b> Discuss the Vikings, Warriors, Exploration and Trade.  <b>Reading Skill:</b> Progress check 3. Identify key words and facts.	<b>Text:</b> Continuation of Vikings, Warriors, Exploration and Trade.  <b>Reading Skill:</b> Identify key words and phrases.
<b>English-Writing</b> 	<b>Text:</b> The Stolen Spear by Saviour Pirotta  <b>Key focus:</b> Letter writing	<b>Text:</b> The Stolen Spear by Saviour Pirotta  <b>Key focus:</b> Letter writing	<b>Text:</b> The Stolen Spear by Saviour Pirotta  <b>Key focus:</b> Letter writing	<b>Text:</b> The Stolen Spear by Saviour Pirotta  <b>Key focus:</b> Letter writing	<b>Text:</b> Live Like a Hunter Gatherer by Naomi Walmsley  <b>Key focus:</b> Non-chronological report	<b>Text:</b> Live Like a Hunter Gatherer by Naomi Walmsley  <b>Key focus:</b> Non-chronological report
<b>English- GPS</b> 	<b>Grammar:</b> Fronted adverbials and adjectives  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Identifying word types  <b>Spelling rule:</b> -im and -il prefixes	<b>Grammar:</b> Subordinating conjunctions  <b>Spelling rule:</b> -im and -ir prefixes	<b>Grammar:</b> Word families  <b>Spelling rule:</b> Suffixes with vowel letters	<b>Grammar:</b> Prepositions  <b>Spelling rule:</b> re-, sub- and inter- prefixes	<b>Grammar:</b> Prepositions  <b>Spelling rule:</b> super-, anti, auto- prefixes
<b>Mathematics</b> 	<b>Maths unit:</b> Time  <b>Key Learning:</b> Minutes past and minutes to	<b>Maths unit:</b> Time  <b>Key Learning:</b> Reading times to the nearest minute	<b>Maths unit:</b> Time  <b>Key Learning:</b> Measuring intervals of time in minutes and seconds	<b>Maths unit:</b> Fractions  <b>Key Learning:</b> Recognising, identifying and describing unit fractions	<b>Maths unit:</b> Fractions  <b>Key Learning:</b> Recognising, identifying and describing non-unit fractions	<b>Maths unit:</b> Fractions  <b>Key Learning:</b> Comparing fractions



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<b>Science</b>  	<p><b>Science unit:</b> Animals including humans</p> <p><b>Key Learning:</b> Identifying that humans have bones for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including humans</p> <p><b>Key Learning:</b> Setting up a simple practical enquiry and communicating results</p>	<p><b>Science unit:</b> Animals including humans</p> <p><b>Key Learning:</b> Identifying that humans have muscles for support, protection and movement.</p>	<p><b>Science unit:</b> Animals including humans</p> <p><b>Key Learning:</b> 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> I 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> I understand that animals, including humans, need the right type of nutrition.</p>
<b>Computing</b>  	<p><b>Computing unit:</b> We are who we are</p> <p><b>Key Learning:</b> Plan and write a presentation about earliest memories</p>	<p><b>Computing unit:</b> We are who we are</p> <p><b>Key Learning:</b> Plan and add images to a presentation about hobbies and interests.</p>	<p><b>Computing unit:</b> We are who we are</p> <p><b>Key Learning:</b> Use Google Slides to create a presentation about an issue of interest</p>	<p><b>Computing unit:</b> We are who we are</p> <p><b>Key Learning:</b> Create a short presentation about themselves and film it and/or present it to the rest of the class.</p>	<p><b>Computing unit:</b> We are who we are</p> <p><b>Key Learning:</b> Make an audio narration for the presentation they created about themselves in the previous lesson.</p>	<p><b>Computing unit:</b> We are who we are</p> <p><b>Key Learning:</b> Take part in a whole class discussion about sharing information online.</p>
<b>History</b>  	<p><b>History unit:</b> Stone Age to the Iron Age</p> <p><b>Key Learning:</b> Exploring who the Beaker people were and why they were significant.</p>	<p><b>History unit:</b> Stone Age to the Iron Age</p> <p><b>Key Learning:</b> Creating a flowchart showing the causes and consequences of tools changing in the Bronze Age.</p>	<p><b>History unit:</b> Stone Age to the Iron Age</p> <p><b>Key Learning:</b> Explaining what changed and what continued between the Bronze Age and Iron Age.</p>	<p><b>History unit:</b> Stone Age to the Iron Age</p> <p><b>Key Learning:</b> Explaining what changed and what continued between the Bronze Age and Iron Age.</p>	<p><b>History unit:</b> Stone Age to the Iron Age</p> <p><b>Key Learning:</b> Using evidence from excavations to learn more about Iron Age roundhouses.</p>	<p><b>History unit:</b> Stone Age to the Iron Age</p> <p><b>Key Learning:</b> Interpreting historical evidence linked to hillforts accurately.</p>

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<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> Artist Study: Ruth Asawa</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> Artist Study: Ruth Asawa</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To explore how shapes can be formed and joined in wire.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To explore how shapes can be formed and joined in wire.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To explore how shapes can be formed and joined in wire.</p> <p>To join wire by twisting and looping it.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To explore how shapes can be formed and joined in wire.</p> <p>To join wire by twisting and looping it. Working safely with tools and equipment</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>DT Unit:</b> Mechanical Systems</p> <p><b>Key Learning</b> Designing, creating and evaluating a toy that uses a pneumatic system</p> <p><b>Outcome:</b> Creating a pneumatic toy</p>					
<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> What do different people believe about God?</p> <p><b>Key Learning:</b> Identifying how and say why it makes a difference in people's lives to believe in God</p>	<p><b>Key Question:</b> What do different people believe about God?</p> <p><b>Key Learning:</b> Identifying how and say why it makes a difference in people's lives to believe in God</p>	<p><b>Key Question:</b> What do Muslims believe about Allah?</p> <p><b>Key Learning:</b> Describing some ways in which Muslims describe God.</p>	<p><b>Key Question:</b> What do Muslims believe about Allah?</p> <p><b>Key Learning:</b> Describing some ways in which Muslims describe God.</p>	<p><b>Key Question:</b> How does the Qur'an teach Muslims about Allah?</p> <p><b>Key Learning:</b> Describing the importance of the Qur'an to Muslims and how it teaches them about Allah.</p>	<p><b>Key Question:</b> How does the Qur'an teach Muslims about Allah?</p> <p><b>Key Learning:</b> Describing the importance of the Qur'an to Muslims and how it teaches them about Allah.</p>
<p style="text-align: center;"><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Identifying people who help us to stay safe</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Identifying the differences between fact and opinion</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Understanding the roles of volunteers in society</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Developing an understanding of money</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Understanding what it means to earn money</p>	<p><b>PSHE Unit:</b> Rights and Respect</p> <p><b>Key Learning:</b> Understanding the importance of the environment around us</p>

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<b>PE</b> 	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> To know how to set/orientate a simple map</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> To know how to set/orientate a simple map and keep it set whilst on the move.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> To use the legend to become familiar with features on an orienteering map.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> To understand the purpose of thumbing the map</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> To set / orientate the orienteering map at the start using known features.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> To set / orientate the orienteering map at the start using known features.</p>
	<p><b>PE Unit:</b> Tag Rugby</p> <p><b>Key Learning:</b> Develop running with the ball,</p>	<p><b>PE Unit:</b> Tag Rugby</p> <p><b>Key Learning:</b> Develop passing to a teammate</p>	<p><b>PE Unit:</b> Tag Rugby</p> <p><b>Key Learning:</b> Develop defending making sure children know how to tag</p>	<p><b>PE Unit:</b> Tag Rugby</p> <p><b>Key Learning:</b> Defending in game situations</p>	<p><b>PE Unit:</b> Tag Rugby</p> <p><b>Key Learning:</b> Combining passing and moving to create and attack and score.</p>	<p><b>PE Unit:</b> Tag Rugby</p> <p><b>Key Learning:</b> Tournament applying rules and competition to PE</p>
<b>Music</b> 	<p><b>Music Unit:</b> The Dragon Song</p> <p><b>Key Learning:</b> Listening and appraising the song.</p>	<p><b>Music Unit:</b> The Dragon Song</p> <p><b>Key Learning:</b> Learning the song.</p>	<p><b>Music Unit:</b> The Dragon Song</p> <p><b>Key Learning:</b> Learning the song.</p>	<p><b>Music Unit:</b> The Dragon Song</p> <p><b>Key Learning:</b> Learning the song and comparing with other similar songs</p>	<p><b>Music Unit:</b> The Dragon Song</p> <p><b>Key Learning:</b> Learning the song and comparing with other similar songs</p>	<p><b>Music Unit:</b> The Dragon Song</p> <p><b>Key Learning:</b> Performing and Evaluating</p>
	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Listening and showing understanding of words.</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Listening and identifying rhyming words and particular sounds in songs and rhymes</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Naming objects and actions and linking words with a connective in a simple rehearsed sentence</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Joining in with actions to accompany familiar songs, stories and rhymes and saying some of the words</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Using the knowledge of the sound of some of the letter strings, reading aloud or saying individual sounds.</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Naming a noun, adjective, pronoun and conjunction</p>