


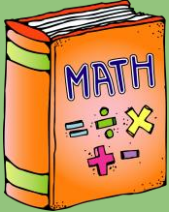







## Year 3 Half-Termly Overview - Autumn 1

| Subject   | Week 1   | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  | Week 7  |
|---|--|--|--|---|---|---|---|
| <b>English-Reading</b><br> | <b>Text:</b><br>Pebble In My Pocket<br><br><b>Reading Skill:</b><br>Summarising the main events in a text  | <b>Text:</b><br>Stone Circles<br><br><b>Reading Skill:</b><br>Retrieving information from the text                             | <b>Text:</b><br>My Brother Is a Superhero<br><br><b>Reading Skill:</b><br>Discussing the structure of the text | <b>Text:</b><br>The Magic Finger<br><br><b>Reading Skill:</b><br>Using inference skills to work out answers | <b>Text:</b><br>Sugar: The Facts<br><br><b>Reading Skill:</b><br>Summarising the main events in a text                | <b>Text:</b><br>Prawn Pizza<br><br><b>Reading Skill:</b><br>Retrieving information from the text  | <b>Text:</b><br>The Iron Man<br><br><b>Reading Skill:</b><br>Retrieving information from the text |
| <b>English-Writing</b><br> | <b>Text:</b><br>Incredible You<br><br><b>Key focus:</b><br>Poetry writing including similes                | <b>Text:</b><br>This Morning I Met a While<br><br><b>Key focus:</b><br>Creating a setting description                          | <b>Text:</b><br>This Morning I Met a While<br><br><b>Key focus:</b><br>Using past tense correctly              | <b>Text:</b><br>This Morning I Met a While<br><br><b>Key focus:</b><br>Writing a diary entry                | <b>Text:</b><br>Coming to England<br><br><b>Key focus:</b><br>Using emotive language                                  | <b>Text:</b><br>Coming to England<br><br><b>Key focus:</b><br>Writing a letter to inform  | <b>Text:</b><br>Coming to England<br><br><b>Key focus:</b><br>Writing a letter to inform          |
| <b>English- GPS</b><br>    | <b>Grammar:</b><br>Adjectives<br><br><b>Spelling rule:</b><br>adding ing, ed, er, est, y by dropping the e | <b>Grammar:</b><br>Expanded noun phrases<br><br><b>Spelling rule:</b><br>Adding ing, ed, er, est, -y by doubling the consonant | <b>Grammar:</b><br>Simple past tense and irregular verbs<br><br><b>Spelling rule:</b><br>Contracted word       | <b>Grammar:</b><br>Fronted adverbials<br><br><b>Spelling rule:</b><br>Year 2 Homophones                     | <b>Grammar:</b><br>Paragraphs<br><br><b>Spelling rule:</b><br>suffixes to spell longer words, including -ment, -ness, | <b>Grammar:</b><br>Apostrophes for contractions<br><br><b>Spelling rule:</b><br>suffixes to spell longer words, including -ful, -les, -ly | <b>Grammar:</b><br>Prepositions<br><br><b>Spelling rule:</b><br>-tion endings                     |




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|--|--|--|--|---|---|---|---|
| <p><b>Mathematics</b></p>  | <p><b>Maths unit:</b><br/>Number sense and exploring calculation strategies</p> <p><b>Key Learning:</b><br/>Read, write, compare and order numbers to 100</p> <p>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference.</p> <p>Derive new facts from a known fact</p> | <p><b>Maths unit:</b><br/>Number sense and exploring calculation strategies</p> <p><b>Key Learning:</b><br/>Read, write, compare and order numbers to 100</p> <p>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference.</p> <p>Derive new facts from a known fact</p> | <p><b>Maths unit:</b><br/>Number sense and exploring calculation strategies</p> <p><b>Key Learning:</b><br/>Read, write, compare and order numbers to 100</p> <p>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference.</p> <p>Derive new facts from a known fact</p> | <p><b>Maths unit:</b><br/>Place Value</p> <p><b>Key Learning:</b><br/>Read, write, represent, partition, order and compare 3-digit numbers.</p> <p>Find 10 or 100 more or less.</p> <p>Round to the nearest multiple 10 or 100.</p> | <p><b>Maths unit:</b><br/>Place Value</p> <p><b>Key Learning:</b><br/>Read, write, represent, partition, order and compare 3-digit numbers.</p> <p>Find 10 or 100 more or less.</p> <p>Round to the nearest multiple 10 or 100.</p> | <p><b>Maths unit:</b><br/>Graphs</p> <p><b>Key Learning:</b><br/>Collect, interpret and present data using charts or tables</p> | <p><b>Maths unit:</b><br/>Graphs</p> <p><b>Key Learning:</b><br/>Collect, interpret and present data using charts or tables</p> |
| <p><b>Science</b></p>     | <p><b>Science unit:</b><br/>Forces and Magnets</p> <p><b>Key Learning:</b><br/>To compare how pushes and pulls can move objects.</p>   | <p><b>Science unit:</b><br/>Forces and Magnets</p> <p><b>Key Learning:</b><br/>To carry out a fair test to compare how objects move on different surfaces.</p>   | <p><b>Science unit:</b><br/>Forces and Magnets</p> <p><b>Key Learning:</b><br/>To explore how magnetic forces, work at a distance.</p>   | <p><b>Science unit:</b><br/>Forces and Magnets</p> <p><b>Key Learning:</b><br/>To compare and group various everyday materials based on whether they are attracted to a magnet.</p>   | <p><b>Science unit:</b><br/>Forces and Magnets</p> <p><b>Key Learning:</b><br/>To predict whether two magnets will attract or repel each other.</p>   | <p><b>Science unit:</b><br/>Forces and Magnets</p> <p><b>Key Learning:</b><br/>To use results to draw simple conclusions.</p>   | <p><b>Science unit:</b><br/>Forces and Magnets</p> <p><b>Key Learning:</b><br/>To assess key learning from the unit</p>         |




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| <p style="text-align: center;"><b>Computing</b></p>  | <p><b>Computing unit:</b><br/>We are Programmers</p> <p><b>Key Learning:</b><br/>I can explore Scratch and Scratch Editor tools.</p>  | <p><b>Computing unit:</b><br/>We are Programmers</p> <p><b>Key Learning:</b><br/>I can determine the key features of a good animation and create a storyboard.</p> | <p><b>Computing unit:</b><br/>We are Programmers</p> <p><b>Key Learning:</b><br/>I can create characters and dialogue for the animation.</p> | <p><b>Computing unit:</b><br/>We are Programmers</p> <p><b>Key Learning:</b><br/>I can begin animating characters by planning and programming movements.</p>         | <p><b>Computing unit:</b><br/>We are Programmers</p> <p><b>Key Learning:</b><br/>I can add costumes and backdrops to the animation.</p>                                       | <p><b>Computing unit:</b><br/>We are Programmers</p> <p><b>Key Learning:</b><br/>I can add sound before reviewing, debugging and improving the animations.</p>           | <p><b>Computing unit:</b><br/>We are Programmers</p> <p><b>Key Learning:</b><br/>I can share the programming skills that I have been taught in the unit</p> |
| <p style="text-align: center;"><b>Geography</b></p>  | <p><b>Geography unit:</b><br/>The UK and my Region</p> <p><b>Key Learning:</b><br/>To identify regions of the United Kingdom including my own.</p>  | <p><b>Geography unit:</b><br/>The UK and my Region</p> <p><b>Key Learning:</b><br/>To identify major cities and counties within the United Kingdom.</p>            | <p><b>Geography unit:</b><br/>The UK and my Region</p> <p><b>Key Learning:</b><br/>To research and answer questions about UK landmarks.</p>  | <p><b>Geography unit:</b><br/>The UK and my Region</p> <p><b>Key Learning:</b><br/>To use topographical maps to identify physical features of the United Kingdom</p> | <p><b>Geography unit:</b><br/>The UK and my Region</p> <p><b>Key Learning:</b><br/>To read a map including symbols and a key and describe direction using compass points.</p> | <p><b>Geography unit:</b><br/>The UK and my Region</p> <p><b>Key Learning:</b><br/>To explain the purpose of and use four-figure grid references to locate features.</p> | <p><b>Geography unit:</b><br/>The UK and my Region</p> <p><b>Key Learning:</b><br/>To show my understanding of what I have learned during the unit</p>      |
| <p style="text-align: center;"><b>Art</b></p>      | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Artist Study<br/>Stephen Wiltshire</p>   | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Artist Study<br/>Stephen Wiltshire</p>  | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>See like an Artist<br/>Shapes with in a drawing</p>                         | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Creating tonal value</p>  | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Focussing how texture can be created in artwork</p>  | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Observational drawing</p>   | <p><b>Art Focus:</b><br/>Drawing</p> <p><b>Key Learning:</b><br/>Observational drawing</p>  |
| <p style="text-align: center;"><b>DT</b></p>      | <p style="text-align: center;"><b>DT Unit: Digital World</b><br/><b>Key Learning</b></p> <p style="text-align: center;">I can understand the impact of the digital revolution in the world of (D&amp;T) product design.</p> <p style="text-align: center;">I can write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro: bit light sensing, as part of an eCharm.</p> <p style="text-align: center;">I can create and decorate a foam pouch for the eCharm, using a template.</p> <p style="text-align: center;">I can design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product.</p> <p style="text-align: center;"><b>Outcome: Electronic Charm</b></p> |  |  |  |   |  |   |

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|--|---|---|--|--|---|--|--|
| <b>RE</b><br>        | <p><b>Key Question:</b><br/>LO: I can explain why people pray.</p> <p><b>Key Learning:</b><br/>What is prayer? Is prayer helpful? How could we answer this question?</p>                                    | <p><b>Key Question:</b><br/>LO: I can explain what happens before and during Islamic prayer</p> <p><b>Key Learning:</b><br/>What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</p> | <p><b>Key Question:</b><br/>LO: I can understand and explain why Christians pray</p> <p><b>Key Learning:</b><br/>How and why do Christians like to pray?</p> | <p><b>Key Question:</b><br/>LO: I can understand and explain how Hindu's pray and worship</p> <p><b>Key Learning:</b><br/>How do Hindus pray and worship at home and in the Mandir?</p>  | <p><b>Key Question:</b><br/>LO: I can identify the similarities and differences in how Muslims, Christians and Hindus pray</p> <p><b>Key Learning:</b><br/>What is similar and different in the words of three prayers (Muslim, Christian, Hindu)</p> | <p><b>Key Question:</b><br/>LO: I can evaluate how praying can be used to reflect</p> <p><b>Key Learning:</b><br/>What more can we discover? Does reflection matter to me?</p> | <p><b>Key Question:</b><br/>LO: I can evaluate how praying can be used to reflect</p> <p><b>Key Learning:</b><br/>What more can we discover? Does reflection matter to me?</p> |
| <b>PSHE/RSE</b><br> | <p><b>PSHE Unit:</b><br/>Me and My Relationships</p> <p><b>Key Learning:</b><br/>I can communicate my feelings and use this to try to manage my emotions.</p>   | <p><b>PSHE Unit:</b><br/>Me and My Relationships</p> <p><b>Key Learning:</b><br/>I can collaborate with a team to achieve a goal.</p>   | <p><b>PSHE Unit:</b><br/>Me and My Relationships</p> <p><b>Key Learning:</b><br/>I can accept I may not always agree with others.</p>                        | <p><b>PSHE Unit:</b><br/>Me and My Relationships</p> <p><b>Key Learning:</b><br/>I can listen and share my opinions respectively.</p>  | <p><b>PSHE Unit:</b><br/>Me and My Relationships</p> <p><b>Key Learning:</b><br/>I can say why friends may fall out and how they can make up.</p>   | <p><b>PSHE Unit:</b><br/>Me and My Relationships</p> <p><b>Key Learning:</b><br/>I know how to look after my friends and stay friends.</p>                                     | <p><b>PSHE Unit:</b><br/>Me and My Relationships</p> <p><b>Key Learning:</b><br/>I know how to look after my friends and stay friends.</p>                                     |
| <b>PE</b><br>      | <p><b>PE Unit:</b><br/>Orienteering</p> <p><b>Key Learning:</b><br/>The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> | <p><b>PE Unit:</b><br/>Orienteering</p> <p><b>Key Learning:</b><br/>The focus of the learning is to introduce the concept of orienteering.</p>  | <p><b>PE Unit:</b><br/>Orienteering</p> <p><b>Key Learning:</b><br/>The focus of the learning is to challenge pupils to orientate a map.</p>                 | <p><b>PE Unit:</b><br/>Orienteering</p> <p><b>Key Learning:</b><br/>The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order.</p> | <p><b>PE Unit:</b><br/>Orienteering</p> <p><b>Key Learning:</b><br/>The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order.</p>  | <p><b>PE Unit:</b><br/>Orienteering</p> <p><b>Key Learning:</b><br/>The focus of the learning is to bring the orienteering topic together into a competition.</p>              | <p><b>PE Unit:</b><br/>Orienteering</p> <p><b>Key Learning:</b><br/>The focus of the learning is to bring the orienteering topic together into a competition.</p>              |

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| <b>PE</b><br><br>     | <p><b>PE Unit:</b><br/>Game Sense Invasion</p> <p><b>Key Learning:</b><br/>The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.</p> | <p><b>PE Unit:</b><br/>Game Sense Invasion</p> <p><b>Key Learning:</b><br/>The focus of the learning is on using passing and moving skills</p> | <p><b>PE Unit:</b><br/>Game Sense Invasion</p> <p><b>Key Learning:</b><br/>The focus of the learning is to develop passing and moving in a small sided game.</p> | <p><b>PE Unit:</b><br/>Game Sense Invasion</p> <p><b>Key Learning:</b><br/>The focus of the learning is to introduce pupils to scoring and the importance of being accurate when aiming at a target.</p> | <p><b>PE Unit:</b><br/>Game Sense Invasion</p> <p><b>Key Learning:</b><br/>The focus of the learning is to combine passing and moving to score points against another team.</p> | <p><b>PE Unit:</b><br/>Game Sense Invasion</p> <p><b>Key Learning:</b><br/>The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> | <p><b>PE Unit:</b><br/>Game Sense Invasion</p> <p><b>Key Learning:</b><br/>The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> |
| <b>Music</b><br><br> | <p><b>Music Unit:</b><br/>Let Your Spirit Fly</p> <p><b>Key Learning:</b><br/>Learn the lyrics to a new song</p>  | <p><b>Music Unit:</b><br/>Let Your Spirit Fly</p> <p><b>Key Learning:</b><br/>Use instruments to accompany a song</p>                          | <p><b>Music Unit:</b><br/>Let Your Spirit Fly</p> <p><b>Key Learning:</b><br/>Improvise when singing and playing instruments</p>                                 | <p><b>Music Unit:</b><br/>Let Your Spirit Fly</p> <p><b>Key Learning:</b><br/>Compose with a song</p>  | <p><b>Music Unit:</b><br/>Let Your Spirit Fly</p> <p><b>Key Learning:</b><br/>Identifying structures of a song</p>  | <p><b>Music Unit:</b><br/>Let Your Spirit Fly</p> <p><b>Key Learning:</b><br/>Perform a song</p>  | <p><b>Music Unit:</b><br/>Let Your Spirit Fly</p> <p><b>Key Learning:</b><br/>Evaluate a song</p>   |
| <b>MFL</b><br><br>  | <p><b>MFL Unit:</b><br/>All about me (moi)</p> <p><b>Key Learning:</b><br/>To use the appropriate greeting in conversation.</p>   | <p><b>MFL Unit:</b><br/>All about me (moi)</p> <p><b>Key Learning:</b><br/>To pronounce the numbers to 10.</p>                                 | <p><b>MFL Unit:</b><br/>All about me (moi)</p> <p><b>Key Learning:</b><br/>To answer questions about myself.</p>   | <p><b>MFL Unit:</b><br/>All about me (moi)</p> <p><b>Key Learning:</b><br/>To use words to write about myself.</p>   | <p><b>MFL Unit:</b><br/>All about me (moi)</p> <p><b>Key Learning:</b><br/>To pronounce words with 'r' in.</p>  | <p><b>MFL Unit:</b><br/>All about me (moi)</p> <p><b>Key Learning:</b><br/>To apply the knowledge of the taught vocabulary.</p>   | <p><b>MFL Unit:</b><br/>All about me (moi)</p> <p><b>Key Learning:</b><br/>To apply the knowledge of the taught vocabulary.</p>   |