


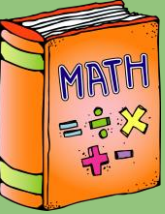








## Year 3 Half-Termly Overview - Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English-Reading</b>  	<b>Text:</b> The Iron Man  <b>Reading Skill:</b> Talk about the effects of word choice and groups of words used in the text	<b>Text:</b> The Iron Man  <b>Reading Skill:</b> Talk about the effects of word choice and groups of words used in the text	<b>Text:</b> The Ice Palace  <b>Reading Skill:</b> Using inference skills to work out answers	<b>Text:</b> The Ice Palace  <b>Reading Skill:</b> Using inference skills to work out answers	<b>Text:</b> A House of Snow and Ice  <b>Reading Skill:</b> Retrieving information from the text	<b>Text:</b> A House of Snow and Ice  <b>Reading Skill:</b> Retrieving information from the text	<b>Text:</b> The Heavenly River  <b>Reading Skill:</b> Using inference skills to work out answers
<b>English-Writing</b>  	<b>Text:</b> Voices in the Park  <b>Key focus:</b> Writing dialogue and inference skills	<b>Text:</b> Voices in the Park  <b>Key focus:</b> Creating a script / poetry	<b>Text:</b> The True Story of the 3 Little Pigs  <b>Key focus:</b> Non-fiction fact file	<b>Text:</b> The True Story of the 3 Little Pigs  <b>Key focus:</b> Character description	<b>Text:</b> The True Story of the 3 Little Pigs  <b>Key focus:</b> Character description	<b>Text:</b> Please Mrs Butler  <b>Key focus:</b> Poetry	<b>Text:</b> Please Mrs Butler  <b>Key focus:</b> Poetry
<b>English- GPS</b>  	<b>Grammar:</b> Inverted Commas and Dialogue rules  <b>Spelling rule:</b> Single possessive apostrophe	<b>Grammar:</b> articles (a/an)  <b>Spelling rule:</b> '-f' sound	<b>Grammar:</b> Headings & Subheading  <b>Spelling rule:</b> '-ey' ending and plurals	<b>Grammar:</b> Apostrophes for possession  <b>Spelling rule:</b> 'c' as an 's' sound	<b>Grammar:</b> Apostrophes for possession  <b>Spelling rule:</b> 'el' and 'le' endings	<b>Grammar:</b> Prepositions  <b>Spelling rule:</b> 'al' and 'il' endings	<b>Grammar:</b> Similes  <b>Spelling rule:</b> Consolidation
<b>Mathematics</b>	<b>Maths unit:</b> Addition & Subtraction	<b>Maths unit:</b> Addition & Subtraction	<b>Maths unit:</b> Addition & Subtraction	<b>Maths unit:</b> Addition & Subtraction	<b>Maths unit:</b> Length & Perimeter	<b>Maths unit:</b> Length & Perimeter	<b>Maths unit:</b> Multiplication & Division



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	<p><b>Key Learning:</b> To add and subtract 1-digit and 3-digit numbers</p> <p>To add and subtract multiples of 10 and 100 and to/from 3-digit numbers</p>	<p><b>Key Learning:</b> To add and subtract 3-digit numbers</p> <p>To round numbers to the nearest multiple of 10 and 100</p> <p>To use rounding to estimate the answer to a calculation</p>	<p><b>Key Learning:</b> To add two 3-digit numbers with and without regrouping</p> <p>To subtract 3-digit numbers, regrouping tens to ones</p>	<p><b>Key Learning:</b> To subtract 3-digit numbers, regrouping hundreds to tens</p> <p>To subtract 3-digit numbers regrouping in multiple columns</p> <p>To solve addition word problems</p>	<p><b>Key Learning:</b> To solve subtraction word problems and those with unknown values</p> <p>To measure length to nearest cm and mm</p> <p>To measure and draw lines in cm and mm</p> <p>To estimate length using comparisons</p>	<p><b>Key Learning:</b> To calculate the perimeter of 2d shapes in cm and mm</p> <p>To measure and compare length in mixed units</p>	<p><b>Key Learning:</b> To solve problems in the context of length</p> <p>Consolidation of skills</p>
<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science unit:</b> Rocks and Soils</p> <p><b>Key Learning:</b> To compare and group together different kinds of rocks on the basis of their appearance</p>	<p><b>Science unit:</b> Rocks and Soils</p> <p><b>Key Learning:</b> To compare and group together different kinds of rocks on the basis of their physical properties</p>	<p><b>Science unit:</b> Rocks and Soils</p> <p><b>Key Learning:</b> To explain how some rocks are formed</p>	<p><b>Science unit:</b> Rocks and Soils</p> <p><b>Key Learning:</b> To explain how the Earth is made up of different layers of rocks and soils</p>	<p><b>Science unit:</b> Rocks and Soils</p> <p><b>Key Learning:</b> To investigate different soils</p>	<p><b>Science unit:</b> Rocks and Soils</p> <p><b>Key Learning:</b> To describe how fossils are formed when things that lived are trapped within rock</p>	<p><b>Science unit:</b> Rocks and Soils</p> <p><b>Key Learning:</b> To consolidate my learning</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Programmers</p> <p><b>Key Learning:</b> I can add costumes and backdrops to the animation.</p>	<p><b>Computing unit:</b> We are Programmers</p> <p><b>Key Learning:</b> I can add sound before reviewing, debugging and improving the animations.</p>	<p><b>Computing unit:</b> We are Programmers</p> <p><b>Key Learning:</b> I can consolidate my programming skills</p>	<p><b>Computing unit:</b> We are bug fixers</p> <p><b>Key Learning:</b> I can identify an error in a script and fix it</p>	<p><b>Computing unit:</b> We are bug fixers</p> <p><b>Key Learning:</b> I can write an algorithm for drawing a circle and improve an existing script</p>	<p><b>Computing unit:</b> We are bug fixers</p> <p><b>Key Learning:</b> I can identify and correct a multi thread bug</p>	<p><b>Computing unit:</b> We are bug fixers</p> <p><b>Key Learning:</b> I can identify and correct a conceptual bug</p>



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<p style="text-align: center;"><b>Geography</b></p> 	<p><b>Geography unit:</b> The UK and my Region</p> <p><b>Key Learning:</b> To read a map including symbols and a key and describe direction using compass points.</p>	<p><b>Geography unit:</b> The UK and my Region</p> <p><b>Key Learning:</b> To explain the purpose of and use four-figure grid references to locate features.</p>	<p><b>Geography unit:</b> The UK and my Region</p> <p><b>Key Learning:</b> To explain the purpose of and use four-figure grid references to locate features.</p>	<p><b>Geography unit:</b> Fieldwork Welling High St</p> <p><b>Key Learning:</b> To create a sketch of my local area including a key</p>	<p><b>Geography unit:</b> Fieldwork Welling High St</p> <p><b>Key Learning:</b> To understand and use an ordnance survey map</p>	<p><b>Geography unit:</b> Fieldwork Welling High St</p> <p><b>Key Learning:</b> To observe and collect data within my local area</p>	<p><b>Geography unit:</b> Fieldwork Welling High St</p> <p><b>Key Learning:</b> To discuss the findings of my fieldwork and present data accurately</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To join 2D shapes to make 3D structures.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To join materials in different ways when working in 3D.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> Artist study Nina Lindgren Research and discuss and describe the work of the artist.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> Artist study Nina Lindgren Research and discuss and describe the work of the artist.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To develop ideas for 3D artwork.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To apply knowledge of sculpture when working in 3D.</p>	<p><b>Art Focus:</b> Sculpture and 3D</p> <p><b>Key Learning:</b> To evaluate and improve an artwork.</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>DT Unit: Textiles</b></p> <p><b>Key Learning</b></p> <p>To learn how to sew cross-stitch and applique To design a product and its template To decorate fabric using applique and cross-stitch To assemble and complete a cushion</p> <p><b>Outcome: Christmas cushion</b></p>						
<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> LO: I can evaluate how praying can be used to reflect</p>	<p><b>Key Question:</b> LO: I can consider the emotions of prayer</p>	<p><b>Key Question:</b> LO: I can identify symbols used in prayers in different religions</p>	<p><b>Key Question:</b> LO: I can express and give reasons for my own ideas</p>	<p><b>Key Question:</b> LO: I can describe ways in which prayer can comfort and challenge believers</p>	<p><b>Key Question:</b> LO: I can describe and share celebrations that I take part in</p>	<p><b>Key Question:</b> LO: I can consider the meaning of stories behind Christmas</p>

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	<p><b>Key Learning:</b> What more can we discover? Does reflection matter to me?</p>	<p><b>Key Learning:</b> Why do some people pray every day, but others not at all?</p>	<p><b>Key Learning:</b> What have we learned from Muslims, Hindus and Christians about prayer, symbols and worship?</p>	<p><b>Key Learning:</b> Does unanswered prayer mean 'prayer doesn't work'?</p>	<p><b>Key Learning:</b> When might prayer be used throughout life? What happy and/or sad occasions might prayer be used for.</p>	<p><b>Key Learning:</b> Christmas Unit</p>	<p><b>Key Learning:</b> Christmas Unit</p>
<p><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Me and My Relationships</p> <p><b>Key Learning:</b> Expressing opinions and listening to others</p>	<p><b>PSHE Unit:</b> Valuing Difference</p> <p><b>Key Learning:</b> Recognising respectful language and how to challenge respectfully</p>	<p><b>PSHE Unit:</b> Valuing Difference</p> <p><b>Key Learning:</b> Recognise that there are different types of family units</p>	<p><b>PSHE Unit:</b> Valuing Difference</p> <p><b>Key Learning:</b> Understand what community means and identity those we belong to</p>	<p><b>PSHE Unit:</b> Valuing Difference</p> <p><b>Key Learning:</b> Identify similarities and differences between a diverse range of people from different backgrounds</p>	<p><b>PSHE Unit:</b> Valuing Difference</p> <p><b>Key Learning:</b> Recognise and celebrate differences between people</p>	<p><b>PSHE Unit:</b> Valuing Difference</p> <p><b>Key Learning:</b> Explore why some people have prejudice views and understand what this is</p>
<p><b>PE</b></p> 	<p><b>PE Unit:</b> Handball</p> <p><b>Key Learning:</b> Refine our passing and receiving</p> <p><b>PE Unit:</b> Mindfulness</p> <p><b>Key Learning:</b> I can explore relaxation techniques</p>	<p><b>PE Unit:</b> Handball</p> <p><b>Key Learning:</b> Develop passing and creating space</p> <p><b>PE Unit:</b> Mindfulness</p> <p><b>Key Learning:</b> I can apply relaxation techniques and use them effectively</p>	<p><b>PE Unit:</b> Handball</p> <p><b>Key Learning:</b> Develop passing, moving and shooting</p> <p><b>PE Unit:</b> Mindfulness</p> <p><b>Key Learning:</b> I can perform meditative balances</p>	<p><b>PE Unit:</b> Handball</p> <p><b>Key Learning:</b> Combine passing and shooting</p> <p><b>PE Unit:</b> Mindfulness</p> <p><b>Key Learning:</b> I can perform meditative balances in pairs</p>	<p><b>PE Unit:</b> Handball</p> <p><b>Key Learning:</b> Introducing defending</p> <p><b>PE Unit:</b> Mindfulness</p> <p><b>Key Learning:</b> I can perform meditative balances in pairs</p>	<p><b>PE Unit:</b> Handball</p> <p><b>Key Learning:</b> To apply skills learnt to games situations</p> <p><b>PE Unit:</b> Mindfulness</p> <p><b>Key Learning:</b> We can use props to help us balance in our meditative balances</p>	<p><b>PE Unit:</b> Handball</p> <p><b>Key Learning:</b> To apply skills learnt to games situations</p> <p><b>PE Unit:</b> Mindfulness</p> <p><b>Key Learning:</b> We can refine focus and balancing skills in pairs using an imaginary prop</p>

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<b>Music</b> 	<b>Music Unit:</b> Glockenspiel Stage 1  <b>Key Learning:</b> Exploring and developing playing skills using the glockenspiel	<b>Music Unit:</b> Glockenspiel Stage 1  <b>Key Learning:</b> Exploring and developing playing skills using the glockenspiel	<b>Music Unit:</b> Glockenspiel Stage 1  <b>Key Learning:</b> Exploring and developing playing skills using the glockenspiel	<b>Music Unit:</b> Glockenspiel Stage 1  <b>Key Learning:</b> Exploring and developing playing skills using the glockenspiel	<b>Music Unit:</b> Glockenspiel Stage 1  <b>Key Learning:</b> Exploring and developing playing skills using the glockenspiel	<b>Music Unit:</b> Glockenspiel Stage 1  <b>Key Learning:</b> Exploring and developing playing skills using the glockenspiel	<b>Music Unit:</b> Glockenspiel Stage 1  <b>Key Learning:</b> Exploring and developing playing skills using the glockenspiel
<b>MFL</b> 	<b>MFL Unit:</b> Jeux et chansons (Games and songs)  <b>Key Learning:</b> To pronounce and recognise the numbers 11-20	<b>MFL Unit:</b> Jeux et chansons (Games and songs)  <b>Key Learning:</b> Animals	<b>MFL Unit:</b> Jeux et chansons (Games and songs)  <b>Key Learning:</b> Grammar of singular and plural words	<b>MFL Unit:</b> Jeux et chansons (Games and songs)  <b>Key Learning:</b> Express preferences of games/interests	<b>MFL Unit:</b> Jeux et chansons (Games and songs)  <b>Key Learning:</b> Phonics of the 'a' sound in unit vocabulary	<b>MFL Unit:</b> Jeux et chansons (Games and songs)  <b>Key Learning:</b> Review of favourite activities	<b>MFL Unit:</b> Jeux et chansons (Games and songs)  <b>Key Learning:</b> Consolidation of learning from last 2 units