


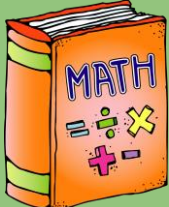






Year 3 Half-Termly Overview – Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading 	Text: Charlotte's Webb Reading Skill: Retrieval	Text: Charlotte's Webb Reading Skill: Retrieval	Text: Accidental Prime Minister Reading Skill: Inference	Text: Accidental Prime Minister Reading Skill: Inference	Text: Into the Volcano Reading Skill: Summarising	Text: Into the Volcano Reading Skill: Summarising
English- Writing 	Text: Escape from Pompeii by Christina Balit Key focus: Setting Description	Text: Escape from Pompeii by Christina Balit Key focus: Description of a major historical event	Text: Escape from Pompeii by Christina Balit Key focus: Description of a major historical event	Text: Queen of Darkness by Tony Bradman Key focus: Diary Entry	Text: Queen of Darkness by Tony Bradman Key focus: Story Retelling	Text: Queen of Darkness by Tony Bradman Key focus: First Person Recount
English- GPS 	Grammar: Prepositional phrases Spelling rule: -tion endings	Grammar: Expanded noun phrases Spelling rule: -sion endings	Grammar: Fronted adverbials Spelling rule: -ssion endings	Grammar: First person Spelling rule: -cian endings	Grammar: Possessive apostrophe Spelling rule: Adding suffixes beginning with vowel letters	Grammar: Past tense Spelling rule: Homophones
Mathematics 	Maths unit: Measures Key Learning: Addition and subtraction word problems involving measures	Maths unit: Measures Key Learning: Reading and interpreting intervals on a variety of scales	Maths unit: Applying multiplicative thinking Key Learning: Multiplication and division word problems	Maths unit: Applying multiplicative thinking Key Learning: Representing and solving two-step word problems	Maths unit: Exploring calculation strategies and place value Key Learning: Embed commutative and associative strategies	Maths unit: Exploring calculation strategies and place value Key Learning: Adding, subtracting, comparing, ordering and rounding numbers to 1,000



Year 3 Half-Termly Overview – Summer 2

<p style="text-align: center;">Science</p> 	<p>Science unit: Light</p> <p>Key Learning: What is a light source?</p>	<p>Science unit: Light</p> <p>Key Learning: What is reflected light?</p>	<p>Science unit: Light</p> <p>Key Learning: Is the sun dangerous?</p>	<p>Science unit: Light</p> <p>Key Learning: What is a shadow?</p>	<p>Science unit: Light</p> <p>Key Learning: Does moving the light source above the object make the object's shadow longer?</p>	<p>Science unit: Light</p> <p>Key Learning: How do mirrors work?</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: We are opinion pollsters</p> <p>Key Learning: To plan a survey on a topic</p>	<p>Computing unit: We are opinion pollsters</p> <p>Key Learning: To develop questions for the survey</p>	<p>Computing unit: We are opinion pollsters</p> <p>Key Learning: To create your online survey</p>	<p>Computing unit: We are opinion pollsters</p> <p>Key Learning: To collect data online</p>	<p>Computing unit: We are opinion pollsters</p> <p>Key Learning: To analyse and evaluate collected data</p>	<p>Computing unit: We are opinion pollsters</p> <p>Key Learning: To present the data</p>
<p style="text-align: center;">History</p> 	<p>History unit: How did the Roman Empire impact Britain?</p> <p>Key Learning: Who was in charge of the Roman Empire?</p>	<p>History unit: How did the Roman Empire impact Britain?</p> <p>Key Learning: How powerful was the Roman army?</p>	<p>History unit: How did the Roman Empire impact Britain?</p> <p>Key Learning: What events led up to Emperor Claudius invading Britain?</p>	<p>History unit: How did the Roman Empire impact Britain?</p> <p>Key Learning: How did the Roman settlements compare to the Celtic villages?</p>	<p>History unit: How did the Roman Empire impact Britain?</p> <p>Key Learning: Who was Boudicca and why did she take revenge on the Romans?</p>	<p>History unit: How did the Roman Empire impact Britain?</p> <p>Key Learning: How did the Romans protect their land and do we know this?</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Craft and Design</p> <p>Key Learning: Artist Study Roman craft makers</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: Artist Study Roman craft makers</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To investigate the style, pattern and characteristics of Roman art.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To look closely to identify colours, patterns and shapes. To record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To apply design skills inspired by the style of</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To apply my knowledge of their style to plan appropriate colours and patterns for my design</p>

Year 3 Half-Termly Overview – Summer 2

DT 	DT Unit: Structures Key Learning: - Utilise building, gluing and cutting skills to build a complex structure from geometric shapes. Outcome: To design and make a Roman villa					
RE 	Key Question: Why is Ramadan important in Islam? Key Learning: Understanding the meaning of Ramadan	Key Question: Why is Yom Kippur important in Judaism? Key Learning: Understanding the meaning of Yom Kippur	Key Question: Why is Lent important in Christianity? Key Learning: Understanding the meaning of Lent.	Key Question: How can we compare different religious festivals? Key Learning: Identifying similarities and differences between religious festivals	Key Question: What religious objects might you find in a Christian's home? Key Learning: Identifying the mean of important Christian objects	Key Question: Who was Mother Teresa and how did she promote the Christian faith? Key Learning: Developing an understanding of a key Christian figure
PSHE/RSE 	PSHE Unit: Growing and Changing Key Learning: I can recognise the characteristics of a healthy relationship	PSHE Unit: Growing and Changing Key Learning: I understand what is meant by the term body space	PSHE Unit: Growing and Changing Key Learning: I understand what is safe and unsafe to share online	PSHE Unit: Growing and Changing Key Learning: I know the difference between a safe and unsafe secret	PSHE Unit: Growing and Changing Key Learning: I can explain the changes that happen to my body during puberty	PSHE Unit: Growing and Changing Key Learning: I can explain when first aid may be needed and how to respond in certain situations
PE 	PE Unit: Rounders Key Learning: To introduce the concept of batting and fielding	PE Unit: Rounders Key Learning: To develop an accurate throw	PE Unit: Rounders Key Learning: The further develop the use of an overarm and under arm throw and when to use them	PE Unit: Rounders Key Learning: To introduce ways to stop the ball	PE Unit: Rounders Key Learning: To use the long barrier, stop in a small game	PE Unit: Rounders Key Learning: To apply all taught skills in a game

Year 3 Half-Termly Overview – Summer 2

	<p>PE Unit: Athletics</p> <p>Key Learning: To use our bodies to help us run as fast as we can</p>	<p>PE Unit: Athletics</p> <p>Key Learning: To understand how and why we need to accelerate at the start of a race</p>	<p>PE Unit: Athletics</p> <p>Key Learning: To apply the understanding of running at speed when running as part of a team</p>	<p>PE Unit: Athletics</p> <p>Key Learning: To begin to understand changeover tactics on a curved track</p>	<p>PE Unit: Athletics</p> <p>Key Learning: To explore the difference between throwing for accuracy and throwing for distance</p>	<p>PE Unit: Athletics</p> <p>Key Learning: To use our bodies to help us jump as fast as we can</p>
<p>Music</p> 	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>	<p>Music Unit: Reflect, Rewind and Replay</p> <p>Key Learning: Listening, appraising and performing prior songs in a consolidation of learning unit.</p>
<p>MFL</p> 	<p>MFL Unit: Ca Pousse (Growing Things)</p> <p>Key Learning: To express an opinion verbally about their favourite vegetables</p>	<p>MFL Unit: Ca Pousse (Growing Things)</p> <p>Key Learning: To discuss likes and dislikes using an expressive tone</p>	<p>MFL Unit: Ca Pousse (Growing Things)</p> <p>Key Learning: To answer simple comprehension questions verbally</p>	<p>MFL Unit: Ca Pousse (Growing Things)</p> <p>Key Learning: To ask and answer questions about things that grow</p>	<p>MFL Unit: Ca Pousse (Growing Things)</p> <p>Key Learning: To appreciate songs in a different language</p>	<p>MFL Unit: Ca Pousse (Growing Things)</p> <p>Key Learning: To consolidate language taught throughout the year</p>