


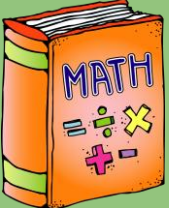









Year 3 Half-Termly Overview - Autumn 1

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|--|--|---|---|--|---|---|
| English- Reading  | Text: It's Your World Now! Reading Skill: Prediction | Text: Pebble In My Pocket Reading Skill: Vocabulary | Text: Pebble In My Pocket Reading Skill: Summarising | Text: Stone Circles Reading Skill: Vocabulary | Text: Stone Circles Reading Skill: Retrieval | Text: My Brother Is a Superhero Reading Skill: Vocabulary | Text: My Brother Is a Superhero Reading Skill: Relationships and structure |
| English- Writing  | Text: It's Your World Now! Key focus: Acrostic Poem | Text: It's Your World Now! Key focus: Acrostic Poem | Text: This Morning I Met a While Key focus: Diary Entry | Text: This Morning I Met a While Key focus: Diary Entry | Text: This Morning I Met a While Key focus: Diary Entry | Text: Coming to England Key focus: Setting Description | Text: Coming to England Key focus: Setting Description |
| English- GPS  | Grammar: Word Classes Spelling rule: Adding ing, ed, er, est, y by dropping the e | Grammar: Editing and Improving Spelling rule: Adding ing, ed, er, est, -y by doubling the consonant | Grammar: Simple past tense and irregular verbs Spelling rule: Contracted word | Grammar: Fronted adverbials Spelling rule: Year 2 Homophones | Grammar: Paragraphs to organise writing Spelling rule: suffixes –ment, –ness, | Grammar: Punctuation Spelling rule: suffixes –ful, -les, -ly | Grammar: Editing Spelling rule: -tion endings |
| Mathematics  | Maths unit: Number sense and calculation strategies Key Learning: Number systems | Maths unit: Number sense and calculation strategies Key Learning: Number bonds for numbers up to 20 | Maths unit: Number sense and calculation strategies Key Learning: Rounding and adjusting | Maths unit: Number sense and calculation strategies Key Learning: Efficient strategies | Maths unit: Place Value Key Learning: Compare and order numbers | Maths unit: Place Value Key Learning: Rounding | Maths unit: Place Value Key Learning: Systematic Problem solving |




Year 3 Half-Termly Overview - Autumn 1

| | | | | | | | |
|--|--|--|---|--|---|--|--|
| <p style="text-align: center;">Science</p>  | <p>Science unit: Forces and Magnets</p> <p>Key Learning: To compare how pushes and pulls can move objects.</p> | <p>Science unit: Forces and Magnets</p> <p>Key Learning: To carry out a fair test to compare how objects move on different surfaces.</p> | <p>Science unit: Forces and Magnets</p> <p>Key Learning: To explore how magnetic forces work at a distance.</p> | <p>Science unit: Forces and Magnets</p> <p>Key Learning: To compare and group materials based on whether they are attracted to a magnet.</p> | <p>Science unit: Forces and Magnets</p> <p>Key Learning: To predict whether two magnets will attract or repel each other.</p> | <p>Science unit: Forces and Magnets</p> <p>Key Learning: To use results to draw simple conclusions.</p> | <p>Science unit: Forces and Magnets</p> <p>Key Learning: To assess key learning from the unit.</p> |
| <p style="text-align: center;">Computing</p>  | <p>Computing unit: Computer Systems and Networks</p> <p>Key Learning: Pre Learning Task</p> | <p>Computing unit: Computer Systems and Networks</p> <p>Key Learning: What is a network?</p> | <p>Computing unit: Computer Systems and Networks</p> <p>Key Learning: A file's journey</p> | <p>Computing unit: Computer Systems and Networks</p> <p>Key Learning: How a website works</p> | <p>Computing unit: Computer Systems and Networks</p> <p>Key Learning: Routers</p> | <p>Computing unit: Computer Systems and Networks</p> <p>Key Learning: What is packet data?</p> | <p>Computing unit: Computer Systems and Networks</p> <p>Key Learning: Online Safety</p> |
| <p style="text-align: center;">Geography</p>  | <p>Geography unit: The UK and my Region</p> <p>Key Learning: To identify regions of the United Kingdom..</p> | <p>Geography unit: The UK and my Region</p> <p>Key Learning: To identify major cities and counties within the United Kingdom.</p> | <p>Geography unit: The UK and my Region</p> <p>Key Learning: To research and answer questions about UK landmarks.</p> | <p>Geography unit: The UK and my Region</p> <p>Key Learning: To use topographical maps to identify physical features of the United Kingdom</p> | <p>Geography unit: The UK and my Region</p> <p>Key Learning: To read a map including symbols and a key and describe direction using compass points.</p> | <p>Geography unit: The UK and my Region</p> <p>Key Learning: To explain the purpose of and use four-figure grid references to locate features.</p> | <p>Geography unit: The UK and my Region</p> <p>Key Learning: To show my understanding of what I have learned during the unit</p> |

Year 3 Half-Termly Overview - Autumn 1


| | | | | | | | |
|--|---|---|---|---|---|--|--|
| <p style="text-align: center;">Art</p>  | <p>Art Focus: Drawing</p> <p>Key Learning: Artist Study Stephen Wiltshire</p> | <p>Art Focus: Drawing</p> <p>Key Learning: Artist Study Stephen Wiltshire</p> | <p>Art Focus: Drawing</p> <p>Key Learning: See like an Artist Shapes with in a drawing</p> | <p>Art Focus: Drawing</p> <p>Key Learning: Creating tonal value</p> | <p>Art Focus: Drawing</p> <p>Key Learning: Focussing how texture can be created in artwork</p> | <p>Art Focus: Drawing</p> <p>Key Learning: Observational drawing</p> | <p>Art Focus: Drawing</p> <p>Key Learning: Observational drawing</p> |
| <p style="text-align: center;">DT</p>  | <p>DT Unit: Digital World</p> <p>Key Learning:</p> <p>I can understand the impact of the digital revolution in the world of (D&T) product design.</p> <p>I can write a program to initiate a flashing LED panel after button press using the Micro:bit light sensing, as part of an eCharm.</p> <p>I can create and decorate a foam pouch for the eCharm, using a template.</p> <p>I can design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product.</p> <p>Outcome:</p> <p>Electronic Charm</p> | | | | | | |
| <p style="text-align: center;">RE</p>  | <p>Key Question: Why do people pray?</p> <p>Key Learning: What is prayer? Is prayer helpful?</p> | <p>Key Question: Why do people pray?</p> <p>Key Learning: What happens in Islamic prayer?</p> | <p>Key Question: Why do people pray?</p> <p>Key Learning: How and why do Christians like to pray?</p> | <p>Key Question: Why do people pray?</p> <p>Key Learning: How do Hindus pray and worship at home and in the Mandir?</p> | <p>Key Question: Why do people pray?</p> <p>Key Learning: What is similar and different in the Muslim, Hindu and Christian prayers?</p> | <p>Key Question: Why do people pray?</p> <p>Key Learning: What more can we discover?</p> | <p>Key Question: Why do people pray?</p> <p>Key Learning: How praying can be used to reflect</p> |
| <p style="text-align: center;">PSHE/RSE</p>  | <p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can communicate my feelings and try to manage my</p> | <p>PSHE Unit: Me and My Relationships</p> <p>Key Learning:</p> | <p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can accept I may not always agree with others.</p> | <p>PSHE Unit: Me and My Relationships</p> <p>Key Learning:</p> | <p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can say why friends may fall out and how they can</p> | <p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I know how to look after my friends and stay friends.</p> | <p>PSHE Unit: Me and My Relationships</p> <p>Key Learning: I can reflect on my learning</p> |

Year 3 Half-Termly Overview - Autumn 1

| | | | | | | | |
|---|--|--|--|---|---|--|---|
| | emotions. | I can collaborate with a team to achieve a goal. | | I can listen and share my opinions respectfully. | make up. | | |
| PE  | PE Unit: Dance : Wild Animals Key Learning: To respond to different stimuli and sustain characters to add drama and emotion to the dance. | PE Unit: Dance : Wild Animals Key Learning: To build on the character work adding drama and emotion to dance and to create motifs in pairs. | PE Unit: Dance : Wild Animals Key Learning: To execute a wider variety of movements singly and in extended sequences, with a partner. | PE Unit: Dance : Wild Animals Key Learning: To execute a wide variety of movements singly and in extended sequences, with a partner. | PE Unit: Dance : Wild Animals Key Learning: To extend dance skills by using more complex actions. | PE Unit: Dance : Wild Animals Key Learning: To bring together the choreography from the suggested sequence of learning to create a final performance. | PE Unit: Dance : Wild Animals Key Learning: To bring skills together for a final performance. |
| PE  | PE Unit: Game Sense Invasion Key Learning: To introduce passing and receiving in order to keep possession of the ball. | PE Unit: Game Sense Invasion Key Learning: To use passing and moving skills | PE Unit: Game Sense Invasion Key Learning: To develop passing and moving in a small sided game. | PE Unit: Game Sense Invasion Key Learning: To introduce pupils to scoring and the importance of being accuracy | PE Unit: Game Sense Invasion Key Learning: To combine passing and moving to score points against another team. | PE Unit: Game Sense Invasion Key Learning: To bring together the suggested sequence of learning into a level 1 tournament. | PE Unit: Game Sense Invasion Key Learning: To bring together the suggested sequence of learning into a level 1 tournament. |
| Music  | Music Unit: Sparkle in the Sun Key Learning: Introduction to the song | Music Unit: Sparkle in the Sun Key Learning: Develop vocal and instrumental skills | Music Unit: Sparkle in the Sun Key Learning: Build confidence and expression | Music Unit: Sparkle in the Sun Key Learning: Composing inspired by artwork | Music Unit: Sparkle in the Sun Key Learning: Composition - Glittering Night | Music Unit: Sparkle in the Sun Key Learning: Final performance | Music Unit: Sparkle in the Sun Key Learning: Reflection and Evaluation |



Year 3 Half-Termly Overview - Autumn 1

| | | | | | | | |
|---|---|--|--|--|---|---|---|
| MFL  | MFL Unit: French Greetings Key Learning: Pre Learning Quiz | MFL Unit: French Greetings Key Learning: Greet someone & introduce myself | MFL Unit: French Greetings Key Learning: Correct greeting for the time of day | MFL Unit: French Greetings Key Learning: Explore different feelings | MFL Unit: French Greetings Key Learning: Answer questions about feelings | MFL Unit: French Greetings Key Learning: Perform rhyme about greetings | MFL Unit: French Greetings Key Learning: Post Learning |
|---|---|--|--|--|---|---|---|