


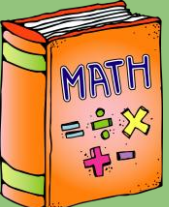





## Year 3 Half-Termly Overview – Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English-Reading</b> 	<b>Text:</b> New Year Celebrations  <b>Reading Skill:</b> Vocabulary	<b>Text:</b> New Year Celebrations  <b>Reading Skill:</b> Vocabulary	<b>Text:</b> Prawn Pizza  <b>Reading Skill:</b> Vocabulary	<b>Text:</b> Prawn Pizza  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Sugar: The Facts  <b>Reading Skill:</b> Vocabulary	<b>Text:</b> Sugar: The Facts  <b>Reading Skill:</b> Summarising
<b>English- Writing</b> 	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Non-Chronological Report	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Non-Chronological Report	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Non-Chronological Report	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Narrative - alternative ending	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Narrative - alternative ending	<b>Text:</b> Stone Age Boy  <b>Key focus:</b> Narrative - alternative ending
<b>English- GPS</b> 	<b>Grammar:</b> Punctuation  <b>Spelling rule:</b> u spelt ou	<b>Grammar:</b> Word Classes  <b>Spelling rule:</b> i spelt y	<b>Grammar:</b> Adverbs  <b>Spelling rule:</b> ei, eigh and ey	<b>Grammar:</b> Inverted Commas  <b>Spelling rule:</b> k spelt ch	<b>Grammar:</b> Conjunctions  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Editing  <b>Spelling rule:</b> dis- and mis- prefix
<b>Mathematics</b> 	<b>Maths unit:</b> Length and Perimeter  <b>Key Learning:</b> To measure, draw and compare lengths	<b>Maths unit:</b> Length and Perimeter  <b>Key Learning:</b> To add and subtract lengths. I can calculate perimeter	<b>Maths unit:</b> Multiplication and division  <b>Key Learning:</b> To explore representations of multiplying and dividing.	<b>Maths unit:</b> Multiplication and division  <b>Key Learning:</b> To explore multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10	<b>Maths unit:</b> Calculating with multiplication and division  <b>Key Learning:</b> To multiply and divide by 10	<b>Maths unit:</b> Calculating with multiplication and division  <b>Key Learning:</b> To multiply a 2-digit number by a 1-digit number I can divide 2-digit by a 1-digit




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<b>Science</b> 	<b>Science unit:</b> Animals including Humans  <b>Key Learning:</b> To identify that humans have bones for support, protection and movement.	<b>Science unit:</b> Animals including Humans  <b>Key Learning:</b> To set up a simple practical enquiry. I can communicate my results.	<b>Science unit:</b> Animals including Humans  <b>Key Learning:</b> To identify that humans have muscles for support, protection and movement.	<b>Science unit:</b> Animals including Humans  <b>Key Learning:</b> To identify that some other animals have bones for support, protection and movement.	<b>Science unit:</b> Animals including Humans  <b>Key Learning:</b> To understand that animals, including humans, need the right type of nutrition.	<b>Science unit:</b> Animals including Humans  <b>Key Learning:</b> To understand that animals, including humans, need the right type of nutrition.
<b>Computing</b> 	<b>Computing unit:</b> Google: Emailing  <b>Key Learning:</b> To understand how we communicate with technology.	<b>Computing unit:</b> Google: Emailing  <b>Key Learning:</b> To understand what emails are and how to send one.	<b>Computing unit:</b> Google: Emailing  <b>Key Learning:</b> To know how to create an email with an attachment.	<b>Computing unit:</b> Google: Emailing  <b>Key Learning:</b> To understand the importance of being kind online.	<b>Computing unit:</b> Google: Emailing  <b>Key Learning:</b> To recognise when an email is not genuine.	<b>Computing unit:</b> Google: Emailing  <b>Key Learning:</b> To recognise when an email is not genuine.
<b>History</b> 	<b>History unit:</b> The Stone Age  <b>Key Learning :</b> To interpret evidence from prehistory.	<b>History unit:</b> The Stone Age  <b>Key Learning:</b> To explain what changed and what stayed the same from the Palaeolithic to the Mesolithic.	<b>History unit:</b> The Stone Age  <b>Key Learning :</b> To use and interpret cave paintings to determine what people ate in the Stone Age.	<b>History unit:</b> The Stone Age  <b>Key Learning :</b> To explain the changes in the Neolithic and why they were significant.	<b>History unit:</b> The Stone Age  <b>Key Learning:</b> To explain who Otzi the Iceman was and why he was significant.	<b>History unit:</b> The Stone Age  <b>Key Learning:</b> To show the cause and consequence of tools changing in the bronze age.
<b>Art</b> 	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> Artist Study Gargas-Cave Paintings	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To explore how natural products produce pigments to make different colours.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To select and apply painting techniques inspired by prehistoric cave artists.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To apply an understanding of prehistoric man-made art.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To explore and practise ideas for collaborative artwork.	<b>Art Focus:</b> Painting and Mixed media  <b>Key Learning:</b> To apply learned skills when creating collaborative artwork.

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<p style="text-align: center;"><b>DT</b></p> 	<p style="text-align: center;"><b>DT Unit:</b> Food: Eating Seasonally</p> <p style="text-align: center;"><b>Key Learning:</b> Cooking - To explain why food comes from different places in the world. To explain the benefits of seasonal food. To develop my cutting and peeling skills. To evaluate seasonal ingredients and design a mockup using criteria. To evaluate a dish.</p> <p style="text-align: center;"><b>Outcome:</b> To bake and evaluate their own seasonal tart</p>					
<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> What is belief ?</p> <p><b>Key Learning:</b> To ask questions and suggest my own responses to ideas about God</p>	<p><b>Key Question:</b> What do Christians believe about God and his love?</p> <p><b>Key Learning:</b> To identify beliefs about God that are held by Christians</p>	<p><b>Key Question:</b> Why do Christians believe in God?</p> <p><b>Key Learning:</b> To say what 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> To describe some ways in which Muslims describe Allah.</p>	<p><b>Key Question:</b> Why is the Qu'ran important?</p> <p><b>Key Learning:</b> To describe the importance of the Qu'ran to Muslims</p>	<p><b>Key Question:</b> Why is the Qu'ran important?</p> <p><b>Key Learning:</b> To describe the importance of the Qu'ran to Muslims</p>
<p style="text-align: center;"><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To know the differences between safe and unsafe.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To know the difference between danger and risk.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To understand that medicines are drugs and know that they can be helpful or harmful.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To understand what the term 'drug' means.</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To recognise how to stay safe online.,</p>	<p><b>PSHE Unit:</b> Keeping safe.</p> <p><b>Key Learning:</b> To recognise how to stay safe online.,</p>

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<b>PE</b> 	<b>PE Unit:</b> Football  <b>Key Learning:</b> Introducing dribbling: keeping control	<b>PE Unit:</b> Football  <b>Key Learning:</b> Developing dribbling: keeping control	<b>PE Unit:</b> Football  <b>Key Learning:</b> Introducing passing and receiving	<b>PE Unit:</b> Football  <b>Key Learning:</b> Combining dribbling and passing to create space	<b>PE Unit:</b> Football  <b>Key Learning:</b> Developing passing, moving and dribbling	<b>PE Unit:</b> Football  <b>Key Learning:</b> Level 1 Tournament
	<b>PE Indoor Unit:</b> Gymnastics: Canon and Unison  <b>Key Learning:</b> Introduction to unison	<b>PE Indoor Unit:</b> Gymnastics: Canon and Unison  <b>Key Learning:</b> Introduction to canon	<b>PE Indoor Unit:</b> Gymnastics: Canon and Unison  <b>Key Learning:</b> Application of sequences in 'Unison' onto apparatus	<b>PE Indoor Unit:</b> Gymnastics: Canon and Unison  <b>Key Learning:</b> Application of sequences in 'canon' onto apparatus	<b>PE Indoor Unit:</b> Gymnastics: Canon and Unison  <b>Key Learning:</b> Combining anon and unison in groups	<b>PE Indoor Unit:</b> Gymnastics: Canon and Unison  <b>Key Learning:</b> ISequence completions and performance
<b>Music</b> 	<b>Music Unit:</b> Music and Video  <b>Key Learning:</b> To listen to and respond to a song.	<b>Music Unit:</b> Music and Video  <b>Key Learning:</b> To storyboard a music video.	<b>Music Unit:</b> Music and Video  <b>Key Learning:</b> To prepare to make a music video	<b>Music Unit:</b> Music and Video  <b>Key Learning:</b> To film clips for a music video.	<b>Music Unit:</b> Music and Video  <b>Key Learning:</b> To edit my music video.	<b>Music Unit:</b> Music and Video  <b>Key Learning:</b> To evaluate my music video.
<b>MFL</b> 	<b>MFL Unit:</b> French Playground Games: Numbers and Age  <b>Key Learning:</b> To count from one to six in French.	<b>MFL Unit:</b> French Playground Games: Numbers and Age  <b>Key Learning:</b> To count beyond six in French.	<b>MFL Unit:</b> French Playground Games: Numbers and Age  <b>Key Learning:</b> To use number words to give more information about myself.	<b>MFL Unit:</b> French Playground Games: Numbers and Age  <b>Key Learning:</b> To recognise the numbers one to twelve, written in French.	<b>MFL Unit:</b> French Playground Games: Numbers and Age  <b>Key Learning:</b> To use the number words one to twelve when playing playground games.	<b>MFL Unit:</b> French Playground Games: Numbers and Age  <b>Key Learning:</b> To use the number words one to twelve when playing playground games.