


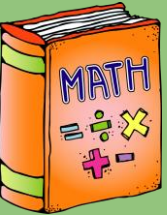








## Year 3 Half-Termly Overview – Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English-Reading</b> 	<b>Text:</b> Charlotte's Webb  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Charlotte's Webb  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Accidental Prime Minister  <b>Reading Skill:</b> Inference	<b>Text:</b> Accidental Prime Minister  <b>Reading Skill:</b> Inference	<b>Text:</b> Into The Volcano  <b>Reading Skill:</b> Summarising	<b>Text:</b> Into The Volcano  <b>Reading Skill:</b> Summarising	<b>Text:</b> Into The Volcano  <b>Reading Skill:</b> Summarising
<b>English- Writing</b> 	<b>Text:</b> Escape from Pompeii by Christina Balit  <b>Key focus:</b> Setting Description	<b>Text:</b> Escape from Pompeii by Christina Balit  <b>Key focus:</b> Description of a major historical event	<b>Text:</b> Escape from Pompeii by Christina Balit  <b>Key focus:</b> Description of a major historical event	<b>Text:</b> Escape from Pompeii by Christina Balit  <b>Key focus:</b> Description of a major historical event	<b>Text:</b> Queen of Darkness by Tony Bradman  <b>Key focus:</b> Story Retelling	<b>Text:</b> Queen of Darkness by Tony Bradman  <b>Key focus:</b> First Person Recount	<b>Text:</b> Queen of Darkness by Tony Bradman  <b>Key focus:</b> First Person Recount
<b>English- GPS</b> 	<b>Grammar:</b> Prepositional phrases  <b>Spelling rule:</b> -tion endings	<b>Grammar:</b> Expanded noun phrases  <b>Spelling rule:</b> -sion endings	<b>Grammar:</b> Adverbs  <b>Spelling rule:</b> -ssion endings	<b>Grammar:</b> First person  <b>Spelling rule:</b> -cian endings	<b>Grammar:</b> Possessive apostrophe  <b>Spelling rule:</b> Adding suffixes beginning with vowel letters	<b>Grammar:</b> Past tense  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Past tense  <b>Spelling rule:</b> Homophones
<b>Mathematics</b> 	<b>Maths unit:</b> Measures  <b>Key Learning:</b> Addition and subtraction word problems involving measures	<b>Maths unit:</b> Measures  <b>Key Learning:</b> Reading and interpreting intervals on a variety of scales	<b>Maths unit:</b> Applying multiplicative thinking  <b>Key Learning:</b> Multiplication and division word problems	<b>Maths unit:</b> Applying multiplicative thinking  <b>Key Learning:</b> Representing and solving two-step word problems	<b>Maths unit:</b> Exploring calculation strategies and place value  <b>Key Learning:</b> Embed commutative and associative strategies	<b>Maths unit:</b> Exploring calculation strategies and place value  <b>Key Learning:</b> Adding, subtracting, comparing, ordering and rounding numbers to 1,000	<b>Maths unit:</b> Exploring calculation strategies and place value  <b>Key Learning:</b> Adding, subtracting, comparing, ordering and rounding numbers to 1,000



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<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science unit:</b> Light</p> <p><b>Key Learning:</b> What is a light source?</p>	<p><b>Science unit:</b> Light</p> <p><b>Key Learning:</b> What is reflected light?</p>	<p><b>Science unit:</b> Light</p> <p><b>Key Learning:</b> Is the sun dangerous?</p>	<p><b>Science unit:</b> Light</p> <p><b>Key Learning:</b> What is a shadow?</p>	<p><b>Science unit:</b> Light</p> <p><b>Key Learning:</b> Does moving the light source above the object make the object's shadow longer?</p>	<p><b>Science unit:</b> Light</p> <p><b>Key Learning:</b> How do mirrors work?</p>	<p><b>Science unit:</b> Light</p> <p><b>Key Learning:</b> How do mirrors work?</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are opinion pollsters</p> <p><b>Key Learning:</b> To plan a survey on a topic</p>	<p><b>Computing unit:</b> We are opinion pollsters</p> <p><b>Key Learning:</b> To develop questions for the survey</p>	<p><b>Computing unit:</b> We are opinion pollsters</p> <p><b>Key Learning:</b> To create your online survey</p>	<p><b>Computing unit:</b> We are opinion pollsters</p> <p><b>Key Learning:</b> To collect data online</p>	<p><b>Computing unit:</b> We are opinion pollsters</p> <p><b>Key Learning:</b> To analyse and evaluate collected data</p>	<p><b>Computing unit:</b> We are opinion pollsters</p> <p><b>Key Learning:</b> To present the data</p>	<p><b>Computing unit:</b> We are opinion pollsters</p> <p><b>Key Learning:</b> To present the data</p>
<p style="text-align: center;"><b>History</b></p> 	<p><b>History unit:</b> How did the Roman Empire impact Britain?</p> <p><b>Key Learning:</b> Who was in charge of the Roman Empire?</p>	<p><b>History unit:</b> How did the Roman Empire impact Britain?</p> <p><b>Key Learning:</b> How powerful was the Roman army?</p>	<p><b>History unit:</b> How did the Roman Empire impact Britain?</p> <p><b>Key Learning:</b> What events led up to Emperor Claudius invading Britain?</p>	<p><b>History unit:</b> How did the Roman Empire impact Britain?</p> <p><b>Key Learning:</b> How did the Roman settlements compare to the Celtic villages?</p>	<p><b>History unit:</b> How did the Roman Empire impact Britain?</p> <p><b>Key Learning:</b> Who was Boudicca and why did she take revenge on the Romans?</p>	<p><b>History unit:</b> How did the Roman Empire impact Britain?</p> <p><b>Key Learning:</b> How did the Romans protect their land and do we know this?</p>	<p><b>History unit:</b> How did the Roman Empire impact Britain?</p> <p><b>Key Learning:</b> How did the Romans protect their land and do we know this?</p>


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<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> Artist Study Roman craft makers</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> Artist Study Roman craft makers</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To investigate the style, pattern and characteristics of Roman art.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> 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><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To apply design skills inspired by the style of the Romans.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To apply my knowledge of their style to plan appropriate colours and patterns for my design</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To apply my knowledge of their style to plan appropriate colours and patterns for my design</p>
<p style="text-align: center;"><b>DT</b></p> 	<p style="text-align: center;"><b>DT Unit: Structures</b></p> <p style="text-align: center;"><b>Key Learning:</b> Utilise building, gluing and cutting skills to build a complex structure from geometric shapes.</p> <p style="text-align: center;">-</p> <p style="text-align: center;"><b>Outcome:</b> To design and make a Roman villa</p>						
<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> Why is Ramadan important in Islam?</p> <p><b>Key Learning:</b> Understanding the meaning of Ramadan</p>	<p><b>Key Question:</b> Why is Yom Kippur important in Judaism?</p> <p><b>Key Learning:</b> Understanding the meaning of Yom Kippur</p>	<p><b>Key Question:</b> Why is Lent important in Christianity?</p> <p><b>Key Learning:</b> Understanding the meaning of Lent.</p>	<p><b>Key Question:</b> How can we compare different religious festivals?</p> <p><b>Key Learning:</b> Identifying similarities and differences between religious festivals</p>	<p><b>Key Question:</b> What religious objects might you find in a Christian's home?</p> <p><b>Key Learning:</b> Identifying the mean of important Christian objects</p>	<p><b>Key Question:</b> Who was Mother Teresa and how did she promote the Christian faith?</p> <p><b>Key Learning:</b> Developing an understanding of a key Christian figure</p>	<p><b>Key Question:</b> Who was Mother Teresa and how did she promote the Christian faith?</p> <p><b>Key Learning:</b> Developing an understanding of a key Christian figure</p>

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<b>PSHE/RSE</b> 	<b>PSHE Unit:</b> Growing and Changing  <b>Key Learning:</b> I can recognise the characteristics of a healthy relationship	<b>PSHE Unit:</b> Growing and Changing  <b>Key Learning:</b> I understand what is meant by the term body space	<b>PSHE Unit:</b> Growing and Changing  <b>Key Learning:</b> I understand what is safe and unsafe to share online	<b>PSHE Unit:</b> Growing and Changing  <b>Key Learning:</b> I know the difference between a safe and unsafe secret	<b>PSHE Unit:</b> Growing and Changing  <b>Key Learning:</b> I can explain the changes that happen to my body during puberty	<b>PSHE Unit:</b> Growing and Changing  <b>Key Learning:</b> I can explain when first aid may be needed and how to respond in certain situations	<b>PSHE Unit:</b> Growing and Changing  <b>Key Learning:</b> I can explain when first aid may be needed and how to respond in certain situations
<b>PE</b> 	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> To introduce the concept of batting and fielding	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> To develop an accurate throw	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> The further develop the use of an overarm and under arm throw and when to use them	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> To introduce ways to stop the ball	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> To use the long barrier, stop in a small game	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> To apply all taught skills in a game	<b>PE Unit:</b> Rounders  <b>Key Learning:</b> To apply all taught skills in a game
	<b>PE Unit:</b> Athletics  <b>Key Learning:</b> To use our bodies to help us run as fast as we can	<b>PE Unit:</b> Athletics  <b>Key Learning:</b> To understand how and why we need to accelerate at the start of a race	<b>PE Unit:</b> Athletics  <b>Key Learning:</b> To apply the understanding of running at speed when running as part of a team	<b>PE Unit:</b> Athletics  <b>Key Learning:</b> To begin to understand changeover tactics on a curved track	<b>PE Unit:</b> Athletics  <b>Key Learning:</b> To explore the difference between throwing for accuracy and throwing for distance	<b>PE Unit:</b> Athletics  <b>Key Learning:</b> To use our bodies to help us jump as fast as we can	<b>PE Unit:</b> Athletics  <b>Key Learning:</b> To use our bodies to help us jump as fast as we can
<b>Music</b> 	<b>Music Unit:</b> Reflect, Rewind and Replay  <b>Key Learning:</b> Listening, appraising and performing prior songs in a	<b>Music Unit:</b> Reflect, Rewind and Replay  <b>Key Learning:</b> Listening, appraising and performing prior songs in a	<b>Music Unit:</b> Reflect, Rewind and Replay  <b>Key Learning:</b> Listening, appraising and performing prior songs in a consolidation of	<b>Music Unit:</b> Reflect, Rewind and Replay  <b>Key Learning:</b> Listening, appraising and performing prior songs in a consolidation of	<b>Music Unit:</b> Reflect, Rewind and Replay  <b>Key Learning:</b> Listening, appraising and performing prior songs in a	<b>Music Unit:</b> Reflect, Rewind and Replay  <b>Key Learning:</b> Listening, appraising and performing prior songs in a consolidation of	<b>Music Unit:</b> Reflect, Rewind and Replay  <b>Key Learning:</b> Listening, appraising and performing prior songs in a consolidation of

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	consolidation of learning unit.	consolidation of learning unit.	learning unit.	learning unit.	consolidation of learning unit.	learning unit.	learning unit.
<b>MFL</b> 	<b>MFL Unit:</b> Ca Pousse (Growing Things)  <b>Key Learning:</b> To express an opinion verbally about their favourite vegetables	<b>MFL Unit:</b> Ca Pousse (Growing Things)  <b>Key Learning:</b> To discuss likes and dislikes using an expressive tone	<b>MFL Unit:</b> Ca Pousse (Growing Things)  <b>Key Learning:</b> To answer simple comprehension questions verbally	<b>MFL Unit:</b> Ca Pousse (Growing Things)  <b>Key Learning:</b> To ask and answer questions about things that grow	<b>MFL Unit:</b> Ca Pousse (Growing Things)  <b>Key Learning:</b> To appreciate songs in a different language	<b>MFL Unit:</b> Ca Pousse (Growing Things)  <b>Key Learning:</b> To consolidate language taught throughout the year	<b>MFL Unit:</b> Ca Pousse (Growing Things)  <b>Key Learning:</b> To consolidate language taught throughout the year