Year 3 Half Term Overview Advent Term 1/2

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
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| **English****(Including Grammar focus for week)** | **Getting to know you - introduction letters to your new teacher.**Writing up letters from transition day in neat handwriting.**Introduction to cursive handwriting****Leon and the Place Between by Angela McAllister**1) To use a range of sentence types to persuade**Spellings -** ed wordsWord list key wordsappear believe disappear experience famous heard | **Leon and the Place Between by Angela McAllister**2) To identify word classes3) To select words and phrases for clarity and impact4) To use adverbs and adverbial phrases to describe when, where and how5) To write multi-clause sentences with ‘if’ **Spellings -** ed wordsWord list key wordsappear believe disappear experience famous heard | **Leon and the Place Between by Angela McAllister**6) To create figurative expanded noun phrases7) To make plausible inferences about a character’s emotions throughout a text8) To use questions and statements to record a conversation9) To punctuate direct speech10) To plan the main events of a story**Spellings -** More prefixes: dis–, mis– and their effect on a word | **Leon and the Place Between by Angela McAllister**11) To write the opening of a story12) To write the middle section of a story13) To write the ending of a story14) To edit writing for cohesion15) To publish writing for a given audience and purpose**Spellings -** Endings which sound like , spelt –tion, –sion, –ssion, –cianmagician, admission, hesitation | **The First Drawing by Mordicai Gerstein**1) To infer meaning using illustrations2) To use modal verbs to explore an imaginary scenario 3) To identify regular and irregular plurals4) To identify how exclamatory and interrogative sentences can be used for effect5) To know the difference between possession and omission**Spellings -** Word list key wordsdescribe early earth imagine suppose surprise thought | **The First Drawing by Mordicai Gerstein**6) To empathise with and infer feelings of a character within a story7) To make connections and comparisons with the text8) To select and sequence key events in a narrative9) To use a variety of grammatical and compositional features to retell a narrative10) To edit the choice of verbs to add detail and avoid repetition **Spellings -**adjectives ending in - ous.(pronounced /oos/) act as adjectives, e.g. curious, tremendous, courageous, suspicious, cautious, wondrous.  |
| **Class Novel/Guided Reading** | Leon and the Place Betweenby Angela McAllister**Stone Age Boy****Farmer Duck****Cave Baby** | Leon and the Place Between by Angela McAllister**The Iron Man** | Leon and the Place Between by Angela McAllister**The Iron Man** | The First Drawing by Mordicai Gerstein**The Iron Man** | The First Drawing by Mordicai Gerstein**The Iron Man** | The First Drawing by Mordicai Gerstein**The Iron Man** |
| **Maths** | **Place Value**Represent numbers to 100Partitioning to 100 | **Place Value**Number line to 100HundredsRepresent numbers to 1000 | **Place Value**Flexible partitioning of numbersNumber line to 1000Count in 50s | **Addition/****Subtraction**Number bonds to 10Add and subtract 1s, 10s, 100s, Spot the pattern | **Addition/****Subtraction**Make connections, adding two numbers across a 10 and 100 | **Addition/****Subtraction**Subtracting numbers across a 10 and 100 |
| **RE** | **Homes**Big Question - What makes a house a home?What are the joys and sorrows of being a family at home?What is God’s vision for every family within the home? | **Homes**Why does God want parents and children to love and respect one another?How does the Holy Family give us an example of a loving and caring family? What does prayer help us to remember? | **Homes**Why does Jesus want us to love one another?Why have we been chosen by God to be a holy people?To plan the end of the topic celebrationand celebrate together. | **Baptism**Why make promises?Children understand why we try to keep rules.Baptism is a Sacrament. | **Baptism**The meaning of the Welcome, the Sign of the Cross and the celebration of the Word of GodSaints are part of the Church family.Commitments in Baptism | **Baptism**The significance of water and oil in the Sacrament of Baptism.The symbolism of the white garment and the candle in the Sacrament of Baptism.End of topic celebration, children plan and celebrate. |
| **PSHE** | **Online Safety**What is Cyberbullying? | **Online Safety**How do websites use adverts to promote products? | **Online Safety**To create strong passwords and understand privacy settings | **Online Safety**To safely send and receive emails / messages | **Online Safety**To explore different ways children can communicate online | **Online Safety**To use knowledge about online safety to plan a pretend party online |
| **History** | **British history 1:** Would you prefer to live in theStone Age, Iron Age or Bronze Age?**Lesson 1:** How long ago did prehistoric man live? | **British history 1:** Would you prefer to live in theStone Age, Iron Age or Bronze Age?**Lesson 2:** What does Skara Brae tell us about life in the Stone Age? | **British history 1:** Would you prefer to live in theStone Age, Iron Age or Bronze Age?**Lesson 3:** Who was the Amesbury Archer? | **British history 1:** Would you prefer to live in theStone Age, Iron Age or Bronze Age?**Lesson 4:** How did bronze change life in the Stone Age? | **British history 1:** Would you prefer to live in theStone Age, Iron Age or Bronze Age?**Lesson 5**: How did trade change the Iron Age? | **British history 1:** Would you prefer to live in theStone Age, Iron Age or Bronze Age?**Lesson 6:** What changed between the Stone Age and the Iron Age? |
| **Computing** | **Logging onto a Chromebook**AR Star Reading Quiz | **Logging onto a Chromebook** AR reading quiz and My Maths access | **Desktop Publishing**Using text, images or both to communicate messages effectively | **Desktop Publishing****Editing a text**Make choices using font size, colour and type in an invitation.Learn how to use shortcut keys for highlighting, copying and pasting | **Desktop Publishing**Create their own Year 3 Newsletter using ‘templates’ and ‘orientation’ on Google Slides | **Desktop Publishing**Create their own Year 3 Newsletter adding their own content (text and images) |
| **PE** | **Forest School**Thursday - 3SFriday - 3E | **Forest School**Thursday - 3SFriday - 3E | **Forest School**Thursday - 3SFriday - 3E | **Forest School**Thursday - 3SFriday - 3E | **Forest School**Thursday - 3SFriday - 3E | **Forest School**Thursday - 3SFriday - 3E |
| **Gym - Real PE**Coordination and Dynamic balance - Footwork patterns and static balance on one legPersonal skills | **Gym - Real PE**Coordination and Dynamic balance - footwork patterns and static balance on one legPersonal skills | **Gym - Real PE**Coordination and Dynamic balance - footwork patterns and static balance on one legPersonal skills | **Gym - Real PE**Coordination and Dynamic balance - footwork patterns and static balance on one legPersonal skills | **Gym - Real PE**Coordination and Dynamic balance - footwork patterns and static balance on one legPersonal skills | **Gym - Real PE**Coordination and Dynamic balance - footwork and static balance on one legPersonal best challenges |
| **Science**  | **Rocks and Fossils**To investigate the properties of rocks. To test hardness, permeability, sinking and floating | **Rocks and Fossils**To investigate the properties of rocks. To know the uses of rocks based on their properties | **Rocks and Fossils**To understand what rock is.The structure of the Earth | **Rocks and Fossils**To group together rocks (based on 3 rock typesSedimentary, Igneous and Metamorphic) | **Rocks and Fossils**To explain how fossils are formedTo explore a range of fossils  | **Rocks and Fossils**To explain what soils are made from. To use a microscope and explore different types of soil. |
| **French** | **Getting to know you.**HelloTo learn to greet people in different ways.Where is France? Identify some geographical and cultural features of the country | **Getting to know you.**What’s your name?To ask and exchange names in French. | **Getting to know you.**How are you?To ask and respond to the question, How are you feeling? | **Getting to know you.**GoodbyeTo choose the appropriate goodbye phrase for the occasion. | **Getting to know you.**Counting 0-10To be able to count in French from 0-10 accurately.To recognise and repeat sounds and words accurately when counting to 10. | **Getting to know you.**How old are you?To use number words in sentences. To ask and respond to the question, How old are you? |
| **Music** | **Charanga - Let Your Spirit Fly**Listen and Appraise*.* Let Your Spirit Fly by Joanna Mangona  | **Charanga - Let Your Spirit Fly**Listen and Appraise. Let Your Spirit Fly by Joanna Mangona  | **Charanga - Let Your Spirit Fly**Listen and AppraiseColonel Bogey March by Kenneth Alford Let Your Spirit Fly by Joanna Mangona  | **Charanga - Let Your Spirit Fly**Listen and AppraiseConsider Yourself from the musical ‘Oliver!’ Let Your Spirit Fly by Joanna Mangona  | **Charanga - Let Your Spirit Fly**Listen and AppraiseAin’t No Mountain High Enough by Marvin GayeLet Your Spirit Fly by Joanna Mangona  | **Charanga - Let Your Spirit Fly**Listen and AppraiseYou’re the First, the Last, My Everything by Barry White Let Your Spirit Fly by Joanna Mangona |
| **Art** | **Drawing****Growing Artists**See like an artistTo recognise how artists use shape in drawing | **Drawing****Growing Artists**ShadingTo understand how to create tone in drawing by shading | **Drawing****Growing Artists**Texture picturesTo understand how texture can be created and used to make art | **Drawing****Growing Artists**Botanical drawingTo apply observational drawing skills to create detailed studies | **Drawing****Growing Artists**Abstract flowersTo explore composition and scale to create abstract drawings | **Drawing****Growing Artists**Cave paintingsUsing sketching techniques to draw in the style of the stone age cave painters |