Half Term Overview Lent Term 1/2

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
| --- | --- | --- | --- | --- | --- | --- |
| **English (Including Grammar focus for week)** | **The Tear thief**Planning and writing a newspaper reportAdverbs,inverted commas for quotes, conditional sentencesparagraphsSpelling ly suffixPractise cursive handwriting | **Escape from Pompeii**Writing a story setting description, Making inferences about the past and charactersVerbs to describePossessive apostrophesprepositionsSpelling word list words - centre, century, history, increase, natural, pressure, build | **Escape from Pompeii**To use conditional sentences to give adviceTo make inferences about how a character’s feelings have changedTocreate and write vivid descriptivesentencesTo identify the features of a newspaper articleSpellingsWords with the /s/ sound spelt sc (Latin in origin)science, scene, discipline, fascinate, crescent,  | **Escape from Pompeii**To ask and answer questions in roleTo punctuate direct speechTo summarise main eventsTo write a newspaper articleTo edit writing for claritySpellingWords with the /k/ sound spelt ch (Greek in origin)scheme, chorus, chemist, echo, character. | **The Pied Piper of Hamelin****Michael Morpurgo**To explore the featuresof traditional tales andmythsTo make inferences about characters andsettingsWriting in rolenon-chronological (information) reportsParagraphssingle and multi - claussesTo practise word list wordsanswercertaindifficultheightnoticepossess(ion)reign | **The Pied Piper of Hamelin****Michael Morpurgo**To use factual information to make anadvertTo write a persuasiveformal letter in roleWriting from different points of viewUsing evidence from the text to support opinionsPlanning for an extended narrativeusing pronouns to avoid repetitionadjectivesconjunctionsThe /^/ sound spelt ousound, young, thrust, ouch, hound, round, found, touch, double, trouble, country, hut,button, trust, town, amount |
| **Class Novel/Guided Reading** | Newspaper text comprehensions  | The Roman Beanfeast by Gillian Cross | The Roman Beanfeast by Gillian Cross | The Roman Beanfeast by Gillian Cross | The Roman Beanfeast by Gillian Cross | The Roman Beanfeast by Gillian Cross |
| **Maths** | **Multiplication and Division**Multiples of 10Related calculationsReasoning about multiplication | **Multiplication and Division**Multiply a 2-digit number by a 1-digit number - no exchangeMultiply a 2-digit number by a 1-digit number - with exchangeLink multiplication and divisionDivide a 2-digit number by a 1-digit number - no exchangeDivide a 2-digit number by a 1-digit number - flexible partitioning | **Multiplication and Division**Divide a 2-digit number by a 1-digit number - with remaindersScalingHow many ways?End of block assessment | **Length and Perimeter**Measure in metres and centimetresMeasure in millimetresMeasure in centimetres and millimetresMetres, centimetres and millimetresEquivalent lengths metres and centimetres | **Length and Perimeter**Equivalent lengths centimetres and millimetresCompare lengthsAdd lengthsSubtract lengthsWhat is perimeter? | **Length and Perimeter**Measure perimeterCalculate perimeterEnd of block Assessment Roman numerals |
| **RE** | **Journeys- Church Community**Is life a journey?What special events are there throughout the year?What is a Liturgical year? | **Journeys- Church Community**What are the seasons of the Church’s year?What is Ordinary time in Church’s year?What are the feast days of Our Lady? | **Journeys- Church Community**Why does Jesus want us to love one another?Why is prayer important in Christian life? | **Journeys- Church Community**Year 3 To prepare and lead Candlemas assembly | **Journeys- Church Community**To remember all that has been learned in the topicTo plan the end of topic celebration | **Journeys- Church Community**To celebrate togetherTo make an individual response to what they have understood and celebrated |
| **PSHE** | End of unit assessment for Module 1 unit 1 - Religious understandingBaseline Assessment for Module 2 Unit 2 - Personal relationships | **Ten:Ten Module 2 unit 2** **Session 1: Family, friends and Others**This session will help children to identify more complex relationships intheir lives, including family, friends and other people, and explore howto relate to people within these different relationships. Children willalso discuss what it means to be a good friend and learn somestrategies to use when relationships become difficult. | **Ten:Ten Module 2 unit 2** **Session 2: When things feel bad**In this session, children will learn how to recognise bullying and abuse(including physical bullying and emotional bullying online). Children willtake part in discussions and role play activities to consider how bullyingaffects people, and what strategies can be employed to resist pressureand practise resilience. | End of unit assessment for Module 2 unit 2 - Personal relationships.Baseline Assessment for Module 2 Unit 3 - Life online | **Ten:Ten Module 2 unit 3** **Session 1: Sharing Online**Integrating the NSPCC Share Aware programme, this sessionintroduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on howquickly things can be shared around the world online, includingphotos, passwords and other personal information. Children willdiscuss how this can be damaging and/or dangerous, and will learnsteps to keep themselves safe. | **Ten:Ten Module 2 unit 3** **Session 2: Chatting Online + Classroom shorts**Integrating the NSPCC Share Aware programme, this sessioncontinues discussing steps children need to take to stay safe online.This session focuses particularly on chatting and cyberbullying; ithelps children to know how they can report and get help if theyencounter inappropriate messages or material. |
| **History** | **Romans** To understand why the Romans invaded BritainExplaining the meaning of empire and invasion. | **Romans** To create a visual interpretation of Boudicca.Using sources to make inferences aboutBoudicca’s personality. | **Romans** To understand how Roman soldiers were equipped for war.Explain why the Romans needed a powerfularmy.Identify the equipment of a Roman soldier.To create a replica Roman shield. | **Romans** To understand Roman army battle formations.Explaining how the Roman army was organised.Performing simple manoeuvres and drills.Explaining why the Roman army was successful. | **Romans**  To make inferences about life in Roman times.Describing an artefact.Making observations about the artefact.Make deductions about Roman life. | **Romans** To identify the Roman legacy in Britain. I can explain the meaning of a legacy.I can identify how the Romans changed Britain.I can identify and explain the impact of the mostsignificant Roman legacy. |
| **Computing** | **Stop-frame animation**Can pictures move?Create their own animations in the style of flip books. | **Stop-frame animation**To use a range of techniques to create a stop-frame animation. | **Stop-frame animation**To create a storyboard for their stop-frame animation. | **Stop-frame animation**Create stop-frame animations, focussing on consistency. | **Stop-frame animation**Create a brand new animation based on feedback. | **Stop-frame animation**Add media and effects to their animations such as music and text. |
| **PE** | Gymnastics - Flight and Balance - Social CogFloor workTo help, praise and encourage others in their learning | Gymnastics - Flight and Balance - Social Cog - Low apparatusTo show patience and support others listening carefully about our work | Gymnastics - Flight and Balance - Social CogLow apparatusTo show patience and support others listening carefully to them about our work | Gymnastics - Flight and Balance - Social CogFloor workI show patience and support others listening carefully to them about our work | Gymnastics - Flight and Balance - Social CogApparatus sequencesI show patience and support others listening carefully to them about our work | Gymnastics - Flight and Balance - Social CogApparatus sequencesI help organise roles and responsibilities and I can guide a small group through a task |
| CoordinationBall skills - hockeyRecognising key features of the hockey stick, basic control of the hockey ballCoach Tom  | CoordinationBall skills - hockey - control of the ball, pass into spacePlay in a small - sided gameCoach Tom  | CoordinationBall skills - hockey Defensive body position in preparation for tackling skillsCoach Tom  | CoordinationBall skills - hockey Control of the ball and pass unchallengedMove into space to receive the ballWork as a team to score pointsCoach Tom  | CoordinationBall skills - hockeyPractise agility skillsUse agility in a small-sided gameCoach Tom  | CoordinationBall skills - hockeyGrasp and use some of the basic rules of the gamePlay avoiding the ball touching your feetMini- gamesCoach Tom  |
| **Science**  | **Light and shadows**Light sourcesWhat is light?What is darkness? | **Light and shadows**To recognise that light is reflected from surfaces | **Light and shadows**Light from the sun can be dangerous and knowing how to protect our eyes | **Light and shadows**To recognise that shadows are formed when a light source is blocked by an opaque object | **Light and shadows**Finding patterns in the way that the size of shadows change  | **Light and shadows**Finding patterns in the way that shadows change over the course of the day |
| **French** | **Food, Glorious Food!**To understand and join in with a French storyThe Very Greedy Dog | **Food, Glorious Food!**To understand key features and patterns of basic grammar in the context of food.The Very Greedy Dog book | **Food, Glorious Food!**I can say if I like or dislike a food.The Very Greedy Dog book | **Food, Glorious Food!**To describe people, places, things and actions orally and in writing in the context of describing food by colour.The Very Greedy Dog book | **Food, Glorious Food!**To describe people, places, things and actions orally and in writing in the context of describing objects by size.The Very Greedy Dog book | **Food, Glorious Food!**To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.The Very Greedy Dog book |
| **Music** | **Three little birds**Listen and appraise - Three Little Birds.Learn to Sing the Song - Three Little BirdsPlay your instruments (Glockenspiels)Perform the Song - Three Little Birds | **Three little birds**Listen and Appraise - JammingListen and Appraise- Three Little BirdsLearn to sing the song - Three little BirdsPlay your instruments (Glockenspiels)Perform the Song - Three little Birds | **Three little birds**Listen and Appraise - Small peopleListen and Appraise- Three Little BirdsLearn to sing the song - Three little BirdsPlay your instruments (Glockenspiels)Perform the Song - - Three little Birds | **Three little birds**Listen and Appraise - 54-46 Was my number.Listen and Appraise- Three Little BirdsLearn to sing the song - Three little BirdsPlay your instruments (Glockenspiels)Improvise with the Song - Three little Birds | **Three little birds**Listen and Appraise - Ram Goat LiverListen and Appraise- Three Little BirdsLearn to sing the song - Three little BirdsPlay your instruments (Glockenspiels)Improvise with the Song - Three little BirdsCompose with the Song - Three Little BirdsPerform the song - Three Little Birds | **Three little birds**Listen and Appraise - Our day will comeListen and Appraise- Three Little BirdsLearn to sing the song - Three little BirdsPlay your instruments (Glockenspiels)Improvise with the Song - Three little BirdsCompose with the Song - Three Little BirdsPerform the song - Three Little Birds |
| **DT** | **Exploring a Pneumatic system**Children will understand how pneumatic systems work.Children will be designing a toy that uses a pneumatic system. | Making pneumatic toysChildren will create a pneumatic system for the toy they have designed. | Decorating and assembling a pneumatic toyChildren will be assembling and testing their pneumatic toy***.***Children will evaluate their finalised product against the design criteria. | **Digital world: Electrical charm** Children will be creating and developing a design criteria to ensure the success of a product.Children will be able to decide who will use the product. They will also be able to decide what their product will do.  | **Digital world: Electrical charm**Children will programme a virtual micro:bit to flash using loop blocks.Children will write code to program and control a product.Children will be checking for errors by comparing it to the correct code.  | **Digital world: Electrical charm**Children will be developing and communicating ideas. Children will be designing a product concept through annotated sketches and diagrams. |