Year 3 Half Term Overview Pentecost Term 2

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including Grammar focus for week)** | **How to live forever. Collin Thompson**  To make  predictions  about the  content of a  book using  contextual  clues  To use a  variety of  sentence  forms to create  persuasive  sentences  To create a  persuasive  poster  To use  contractions  to voice a  character’s  thoughts  **Spelling**  KS2 Word list words  exercise  knowledge  length  library  ordinary  peculiar  weighty | **How to live forever. Collin Thompson**  To use  speech marks  to write a  conversation  To use noun  phrases to  write a setting  description  To make  inferences  about  characters  To make  inferences  about  characters  **Assessment week**  **Spelling**  Words ending with the /g/ sound spelt -gue and the /k/ sound spelt  -que (French in origin)  vague, rogue, vogue, mosque, boutique, grotesque | **How to live forever. Collin Thompson**  To create  a set of  instructions  To write  a persuasive  letter  To use story  themes to plan  a prequel  To create  cohesion using  adverbials  **Spelling**  Endings which sound like /ʒən/  decision, confusion, invasion, vision, division | **How to live forever. Collin Thompson**  To use  speech within  a story  To edit for  cohesion  To publish  my writing  **Spelling**  Apply knowledge of root words, prefixes and suffixes (etymology and  morphology)  To understand the meaning  of new words they meet  Use the first two or three letters of a word to check its spelling in a dictionary | **Jim, a cautionary tale. Hilaire Belloc.**  To use conditional sentences.  To predict consequences of actions.  To use present tense verbs.  To identify rhyming words in couplets.  To learn and recite a poem.  I can identify the number of syllables in a line of poetry  **Spelling**  KS2 Year 3/4 word list  accidentally caught experience learn mention naughty | **Jim, a cautionary tale. Hilaire Belloc.**  To use modifying adverbs to write a sorry letter.  To match adverbs and adjectives.  To use a formal tone.  To use if/then sentences.  To plan an alternative ending to a known tale.  To write an alternative ending to a known tale.  To generate rhyming words.  To compare cautionary tales and identify common features.  **Spelling**  Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian and the suffix -ation.  confusion, protrusion, electrician, injection, tension, sensation, adoration, comprehension. |
| **Class Novel/Guided Reading** | Totally Chaotic History Ancient Egypt gets unruly by Greg Jenner | Totally Chaotic History Ancient Egypt gets unruly by Greg Jenner | Reading comprehension | The Day I swapped my dad for two goldfish | Poetry | The mysteries of Harris Burdick |
| **Maths** | **Shape**  Turns and angles.  Right angles.  Compare angles.  Measure and draw accurately.  Horizontal and vertical. | **Shape**  Parallel and perpendicular.  Recognise and describe 2-D shapes.  Draw polygons.  **Assessment week** | **Shape**  Recognise and describe 3-D shapes.  Make 3-D shapes. | **Statistics**  Interpret pictograms.  Craw pictograms  Interpret bar charts. | **Statistics**  Draw bar charts.  Collect and represent data  two- way tables. | **Consolidation**  Recapping any areas that children need.  Times table practice |
| **RE** | **Islam**  To find out about special buildings and going to the Mosque.  To know what happens inside the Mosque.  To know the activities that happen inside the Mosque. | **Universal Church**  To know that everyone has a special place.  To know special places for Jesus.  St. Peter and St. Paul Mass. | **Universal Church**  To know special places for the Christian Community  To know Holy places of worship. | **Universal Church**  To know that the world is a special place for the Christian community. | **Universal Church**  To respect our world as a special place.  To know that we have a special place in our hearts where God dwells. | **Universal Church**  To remember the topic.  To plan an end of topic celebration. |
| **PSHE** | **Staying safe around water**  Pupils will learn about water danger. They will also explore signs that might be near water to keep them safe. | **Module 3** [**Unit 2**](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-2/lks2_3-2_living-in-the-wider-world/)  Session 1: How Do I Love Others?  Pupils will look at how the Church has grown  out of God’s love for us and how it can be an example and a means of  loving and caring for others. | **Feeling detectives workshop** delivered by MHST. | **Module 3** [**Unit 2**](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-2/lks2_3-2_living-in-the-wider-world/)  Session 2: Working Together  Pupils will explore their own job aspirations and identify  interests, skills and gifts that could influence their future decisions.  Pupils will learn how nurturing our values can lead us to realise our  God-given vocation to love and care for others, a calling that starts  right now. | **First aid -**  Calling for help  A short course to learn what to do and how to call for help if you are faced with an emergency. | **First aid -**  Head injuries,  To teach pupils first aid for minor and severe head injuries.  Bite and stings.  To teach pupils first aid for bites and stings, and what to do if someone has a severe allergic reaction. |
| **Geography** | **History- Ancient Egyptian** What did the ancient Egyptians believe? To evaluate significant ancient Egyptian beliefs. | **Geography - Megacities**  Observe key features and suggest reasons why people live in cities of such high density. | **Geography - Megacities**  Identify and locate the top 10 cities in the United Kingdom and compare and to the top 10 fastest-growing cities in the country, | **Geography - Megacities**  Describe and offer reasons for the features of the city of Brasília, capital of Brazil. | **Geography - Megacities**  Describe and offer reasons for the features of the city of Brasília, capital of Brazil. | **Geography - Megacities**  Compare and contrast the benefits and disadvantages of city life |
| **Computing** | **Programming B**  **Scratch**  To explain how a sprite moves in an existing project | **Programming B**  **Scratch**  To create a program to move a sprite in four directions | **Programming B**  **Scratch**  To adapt a program to a new context | **Programming B**  **Scratch**  To develop my program by adding features | **Programming B**  **Scratch**  To identify and fix bugs in a program | **Programming B**  **Scratch**  To design and create a maze-based challenge |
| **PE** | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] |
| **Athletics**  **PE Hub**  Jumping in isolation and in combination. | **Athletics**  **PE Hub**  To run at different speeds. | **Athletics**  **PE Hub**  To approach and jump hurdles. | **Athletics**  **PE Hub**  To throw a javelin using the pull throw technique. | **Athletics**  **PE Hub**  A variety of skipping techniques.  **Sports Day** | **Athletics**  **PE Hub**  To keep score accurately over a range of events. |
| **Science** | **Animals including humans**  Different types of skeleton and their functions. | **Animals including humans**  Different types of joints and their functions | **Animals including humans**  Types and functions of muscles | **Animals including humans**  Humans need the right types of nutrition.  Exploring different food types. | **Animals including humans**  Animals need the right nutrition. Planning a balanced diet. | **Animals including humans**  To investigate muscles and joints  Working Scientifically |
| **French** | **Family and friends**  The alphabet.  To use songs or rhymes to help me  remember new languages. | **Family and friends**  My home.  To make new sentences about  homes by substituting different  vocabulary. | **Family and friends**  Revision.  End of year assessment. | **Our School**  What’s in the classroom?  To ask and explain where things  are in the classroom. | **Our School**  What’s in your pencil case?  To describe the contents of my  pencil case. | **Our School**  School subjects  To express opinions about school  subjects. |
| **Music** | **Reflect, Rewind and Replay**  Children will listen and appraise a different piece of music each week.  They will use Percussion writer to help improvise with different instruments on a music track.  They will share and perform songs they have learnt during year 3. | **Reflect, Rewind and Replay**  Children will listen and appraise a different piece of music each week.  They will use Percussion writer to help improvise with different instruments on a music track.  They will share and perform songs they have learnt during year 3. | **Reflect, Rewind and Replay**  Children will listen and appraise a different piece of music each week.  They will use Percussion writer to help improvise with different instruments on a music track.  They will share and perform songs they have learnt during year 3. | **Reflect, Rewind and Replay**  Children will listen and appraise a different piece of music each week.  They will use Percussion writer to help improvise with different instruments on a music track.  They will share and perform songs they have learnt during year 3. | **Reflect, Rewind and Replay**  Children will listen and appraise a different piece of music each week.  They will use Percussion writer to help improvise with different instruments on a music track.  They will share and perform songs they have learnt during year 3. | **Reflect, Rewind and Replay**  Children will listen and appraise a different piece of music each week.  They will use Percussion writer to help improvise with different instruments on a music track.  They will share and perform songs they have learnt during year 3. |
| **DT** | **Cooking and nutrition: Eating seasonally**  Lesson 1:Food around the world.  To explain why food comes from different places around the world. | **Cooking and nutrition: Eating seasonally**  Lesson 2: seasonal food  To explain the benefits of seasonal foods | **Cooking and nutrition: Eating seasonally**  Lesson 3: cutting and peeling  To develop cutting and peeling skills. | **Cooking and nutrition: Eating seasonally**  Lesson 4: tasting seasonal ingredients  To evaluate seasonal ingredients. | **Cooking and nutrition: Eating seasonally**  Lesson 5:  Making a mock - up  To design a mock-up using criteria. | **Cooking and nutrition: Eating seasonally**  Lesson 6:Making and evaluating seasonal tarts  To evaluate a dish |