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 makepredictionsabout thecontent of abook usingcontextualcluesTo use avariety ofsentenceforms to createpersuasivesentencesTo create apersuasiveposterTo usecontractionsto voice acharacter’sthoughts**Spelling**KS2 Word list wordsexerciseknowledgelengthlibraryordinarypeculiarweighty | **How to live forever. Collin Thompson**To usespeech marksto write aconversationTo use nounphrases towrite a settingdescriptionTo makeinferencesaboutcharactersTo makeinferencesaboutcharacters**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 createa set ofinstructionsTo writea persuasiveletterTo use storythemes to plana prequelTo createcohesion usingadverbials**Spelling**Endings which sound like /ʒən/decision, confusion, invasion, vision, division | **How to live forever. Collin Thompson**To usespeech withina storyTo edit forcohesionTo publishmy writing**Spelling**Apply knowledge of root words, prefixes and suffixes (etymology andmorphology) To understand the meaningof new words they meetUse 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 listaccidentally 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 pictogramsInterpret bar charts. | **Statistics**Draw bar charts. Collect and represent datatwo- 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 CommunityTo 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 grownout of God’s love for us and how it can be an example and a means ofloving 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 identifyinterests, skills and gifts that could influence their future decisions.Pupils will learn how nurturing our values can lead us to realise ourGod-given vocation to love and care for others, a calling that startsright now. | **First aid -** Calling for helpA 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 metresuse 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 metresuse 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 metresuse 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 metresuse 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 metresuse 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 metresuse 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 jointsWorking Scientifically |
| **French** | **Family and friends**The alphabet.To use songs or rhymes to help meremember new languages. | **Family and friends**My home.To make new sentences abouthomes by substituting differentvocabulary. | **Family and friends**Revision.End of year assessment. | **Our School**What’s in the classroom?To ask and explain where thingsare in the classroom. | **Our School**What’s in your pencil case?To describe the contents of mypencil case. | **Our School**School subjectsTo express opinions about schoolsubjects. |
| **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 foodTo 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 ingredientsTo evaluate seasonal ingredients. | **Cooking and nutrition: Eating seasonally**Lesson 5: Making a mock - upTo design a mock-up using criteria. | **Cooking and nutrition: Eating seasonally**Lesson 6:Making and evaluating seasonal tartsTo evaluate a dish |