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.  **Leon and the Place Between by Angela McAllister**  1) To use a range of sentence types to persuade  **Spellings -**  ed words  Word list key words  appear believe disappear experience famous heard | **Leon and the Place Between by Angela McAllister**  2) To identify word classes  3) To select words and phrases for clarity and impact  4) To use adverbs and adverbial phrases to describe when, where and how  5) To write multi-clause sentences with ‘if’  **Spellings -**  ed words  Word list key words  appear believe disappear experience famous  heard | **Leon and the Place Between by Angela McAllister**  6) To create figurative expanded noun phrases  7) To make plausible inferences about a character’s emotions throughout a text  8) To use questions and statements to record a conversation  9) To punctuate direct speech  10) 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 story  12) To write the middle section of a story  13) To write the ending of a story  14) To edit writing for cohesion  15) To publish writing for a given audience and purpose  **Spellings -**  Endings which sound like , spelt –tion, –sion, –ssion, –cian  magician, admission, hesitation | **The First Drawing by Mordicai Gerstein**  1) To infer meaning using illustrations  2) To use modal verbs to explore an imaginary scenario  3) To identify regular and irregular plurals  4) To identify how exclamatory and interrogative sentences can be used for effect  5) To know the difference between possession and omission  **Spellings -**  Word list key words  describe early earth imagine suppose surprise thought | **The First Drawing by Mordicai Gerstein**  6) To empathise with and infer feelings of a character within a story  7) To make connections and comparisons with the text  8) To select and sequence key events in a narrative  9) To use a variety of grammatical and compositional features to retell a narrative  10) 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 Between  by Angela McAllister  **Stone Age Boy**  **Stone Age, Bone Age! Mick Manning and Brita Granstrom.**  **Cave Baby by Julia Donaldson.** | Leon and the Place Between by Angela McAllister  **The Iron Man by Ted Hughes.** | Leon and the Place Between by Angela McAllister  **The Iron Man by Ted Hughes.** | The First Drawing by Mordicai Gerstein  **The Iron Man by Ted Hughes.** | The First Drawing by Mordicai Gerstein  **The Iron Man by Ted Hughes.** | The First Drawing by Mordicai Gerstein  **The Iron Man by Ted Hughes.** |
| **Maths** | **Place Value**  Represent numbers to 100  Partitioning to 100 | **Place Value**  Number line to 100  Hundreds  Represent numbers to 1000 | **Place Value**  Flexible partitioning of numbers  Number line to 1000  Count in 50s | **Addition/**  **Subtraction**  Number bonds to 10  Add 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 celebration  and 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 God  Saints 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 the  Stone Age, Iron Age or Bronze Age?  **Lesson 1:** How long ago did prehistoric man live? | **British history 1:** Would you prefer to live in the  Stone 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 the  Stone Age, Iron Age or Bronze Age?  **Lesson 3:** Who was the Amesbury Archer? | **British history 1:** Would you prefer to live in the  Stone 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 the  Stone Age, Iron Age or Bronze Age?  **Lesson 5**: How did trade change the Iron Age? | **British history 1:** Would you prefer to live in the  Stone 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 computer 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** | **Pepe**  **Netball**  "play competitive games, netball.  Confidently demonstrate creativity in their work with control.  Pivoting. | **Pepe**  **Netball**  Demonstrate enthusiasm for PE. | **Pepe**  **Netball**  Describe, explain and comment on their own and others’ actions and feelings. | **Pepe**  **Netball**  Demonstrate improvements to their work. | **Pepe**  **Netball**  Demonstrate how strategies and tactics can improve their work. | **Pepe**  **Netball**  Follow rules and listen well to instructions. |
| **Forest School**  **Outdoor adventurous activities (OAA)** | **Forest School**  **Outdoor adventurous activities (OAA)** | **Forest School**  **Outdoor adventurous activities (OAA)** | **Forest School**  **Outdoor adventurous activities (OAA)** | **Gym**  Coordination and Dynamic balance - footwork patterns and static balance on one leg  Personal skills | **Gym**  Coordination and Dynamic balance - footwork patterns and static balance on one leg  Personal skills |
| **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 types  Sedimentary, Igneous and Metamorphic) | **Rocks and Fossils**  To explain how fossils are formed  To 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.**  Hello  To 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.**  Goodbye  To choose the appropriate goodbye phrase for the occasion. | **Getting to know you.**  Counting 0-10  To 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 Appraise  Colonel Bogey March by Kenneth Alford Let Your Spirit Fly by Joanna Mangona | **Charanga - Let Your Spirit Fly**  Listen and Appraise  Consider Yourself from the musical ‘Oliver!’ Let Your Spirit Fly by Joanna Mangona | **Charanga - Let Your Spirit Fly**  Listen and Appraise  Ain’t No Mountain High Enough by Marvin Gaye  Let Your Spirit Fly by Joanna Mangona | **Charanga - Let Your Spirit Fly**  Listen and Appraise  You’re the First, the Last, My Everything by Barry White  Let Your Spirit Fly by Joanna Mangona |
| **Art** | **Drawing**  **Growing Artists**  See like an artist  To recognise how artists use shape in drawing | **Drawing**  **Growing Artists**  Shading  To understand how to create tone in drawing by shading | **Drawing**  **Growing Artists**  To use careful observation for adding detail to drawings. | **Drawing**  **Growing Artists**  To use line, shape and tone in an imaginative drawing. | **Drawing**  **Growing Artists**  To explore digital media techniques to develop drawings. | **Drawing**  **Growing Artists**  To understand how art can be made in different ways. |