Half Term Overview Advent Term 2 Year 3 The BFG

Roald Dahl

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including Grammar focus for week)** | **The BFG**  Roald Dahl  Describing characters  Wanted poster  Word classes, proper nouns  Spelling list words | **The BFG**  Roald Dahl  To create a recipe  Diary entry  use inferences,  Similes, synonyms  Spellings Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | **The BFG**  Roald Dahl  Letter writing  To write a fantasy adventure story  Adverbials  Spelling  Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | **The BFG**  Roald Dahl  Letter writing  To write a fantasy adventure story  Adverbials  Spelling  suffix - ation | **The Tear Thief**  Carol Ann Duffy  Letters of explanation  Shared poems, persuasive posters,  discussions  Possessive apostrophe with plurals  Spelling  important, interest, purpose, remember, special, though/  although | **The Tear Thief**  Carol Ann Duffy  Letters of explanation  Shared poems, persuasive posters,  discussions  Spelling list words |
| **Class Novel/Guided Reading** | **The BFG**  **Roald Dahl** | **The BFG**  **Roald Dahl** | **The BFG**  **Roald Dahl** | **The BFG**  **Roald Dahl** | **The BFG**  **Roald Dahl** | **The BFG**  **Roald Dahl** |
| **Maths** | **Addition & Subtraction**  Add 2 numbers across 100  Subtract 2 numbers across 10  Subtract 2 numbers across 100  Add 2-digit and 3-digit numbers  Subtract a 2-digit from a 3-digit number | **Addition & Subtraction**  Complements to 100  Estimate answers  Inverse operation  Make decisions  End of block assessment | **Multiplication and Division**  Multiplication - equal groups  Use of arrays  Multiples of 2  Multiples of 5 and 10  Sharing and grouping | **Multiplication and Division**  Multiply by 3  Divide by 3  The 3 times-table  Multiply by 4  Divide by 4 | **Multiplication and Division**  The 4 times-table  Multiply by 8  Divide by 8  The 8 times-table | **Multiplication and Division**  The 2,4, and 8 times-tables  End of block assessment |
| **RE** | **Promises (Baptism - Confirmation)**  To understand the symbolism of Baptism  To celebrate the end of topic | **Other Faiths - Judaism**  To identify and understand the features of the Synagogue  To explain why the Synagogue is at the heart of the community | **Visitors**  **(Advent/**  **Christmas - Loving)**  Are visitors always welcome?  The demands and joys of visitors  The Jesse Tree | **Visitors**  **(Advent/**  **Christmas -Loving)**  What did Isaiah announce?  How does the Church prepare for the coming of Jesus during Advent? | **Visitors**  **(Advent/ Christmas - Loving)**  What is Annunciation and Visitation?  What is the story of the Nativity and the shepherds? | **Visitors**  **(Advent/**  **Christmas-Loving)**  Who were the Wise Men and why did they visit Jesus? To celebrate together |
| **PSHE** | Baseline Assessment | **Get up**  Over five days, children will hear and experience the Gospel story of Jesus healing Jairus’ daughter. Children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live | **The Sacraments -**This session unpacks the Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven | End of Assessment review  Module 2 - Baseline Assessment | **Jesus, My Friend -** Module 2 - unit 1  Pupils hear - Jesus’ parable of The Prodigal Son; This parable shows that God loves us, and nothing we can do will stop Him from loving us. Through the story of the two brothers, children will learn about different types of sin, and the importance of forgiveness in relationships. | **Clever never Goes**  Stranger danger situations  Identifying safe choices |
| **Geography** | **Earthquakes and Volcanoes**  **Locate** and **describe** the effects of the Christchurch earthquake of 2011. | **Earthquakes and Volcanoes**  **Observe** and **record** the distribution of earthquakes in New Zealand over the past two hundred years. | **Earthquakes and Volcanoes**  **Identify**, **describe** and **explain** the causes of earthquakes. | **Earthquakes and Volcanoes**  **Describe** and **explain** why New Zealand experiences earthquakes when they don’t occur at all in many other areas of the world. | **Earthquakes and Volcanoes**  **Understand** through **explanation** and **reaching conclusions** why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. | **Earthquakes and Volcanoes**  **Identify**, **describe** and **explain** the causes of volcanoes  **Explain** why volcanoes often occur at the same location as earthquakes in places such as New Zealand. |
| **Computing** | **Computing Systems and Networks - Connecting Computers**  How does a digital device work? | **Computing Systems and Networks - Connecting Computers**What parts make up a digital device? | **Computing Systems and Networks - Connecting Computers**  How do digital devices help us? | **Computing Systems and Networks - Connecting Computers**  How am I connected? | **Computing Systems and Networks - Connecting Computers**  How are computers connected? | **Computing Systems and Networks - Connecting Computers**  What does our school network look like? |
| **PE** | **Real PE**  **Gymnastics**  Exploring different pathways | **Real PE**  **Gymnastics**  Developing sequences using different shapes, travel and pathways | **Real PE**  **Gymnastics**  Performing sequences | **Real PE**  **Gymnastics**  Explore rotations, rolls and spins | **Real PE**  **Gymnastics**  Develop sequences using a variety of rotations, levels, directions and speeds | **Real PE**  **Gymnastics**  Perform sequences |
| Real PE  Dance  Linking action to make a dance that flows | **Real PE**  **Dance**  Perform a sequence of shape movements with some changes in level, direction or speed | **Real PE**  **Dance**  Perform sequences in a group | **Real PE**  **Dance**  Perform a sequence of circle movements with some changes in level, direction or speed | **Real PE**  **Dance**  Performing sequences using Artistry Abstraction, moving like silk | **Real PE**  **Dance**  Perform longer sequences, clear shapes and controlled movements, moving like silk |
| **Science** | **Forces and Magnets**  Contact and invisible forces  Push and pull | **Forces and Magnets**  Comparative testing  Friction and gravity | **Forces and Magnets**  Comparative testing  Friction and gravity | **Magnets**  Attracting and repelling two poles | **Magnets**  Magnetic or non-magnetic?  Working Scientifically | **Magnets**  Which is the strongest magnet?  Working Scientifically |
| **French** | **All about me**  Classroom instructions | **All about me**  My Body | **All about me**  Actions | **All about me**  Colours | **All about me**  Clothes | **All about me**  Christmas in France |
| **Music** | **Glockenspiel 1**  Learn to play E  Easy E theory - The language of music  1.Theory: Finding out about Music  Learn to play D  Strictly D theory -The language of music.  Copy back stage 1  Quiz Pulse. | **Glockenspiel 1**  Learn to play - Play your music (D & E)  Play your music theory - The language of music  Learn to play Drive (D&E)  Drive theory - The language of music | **Glockenspiel 1**  Learn to Play - DeeCee’s Blues (C & D)  DeeCee’s Blue theory - The language of music  Listen to improvisation - DeeCee’s Blues  Improvise - DeeCee’s Blues  Perform and Improvise - DeeCee’s Blues  Copy Back (C & D)  1.Theory: Finding our about Music - Rhythm  Learn to play - What’s up?  What’s Up? theory - the language of Music. | **Glockenspiel 1**  Learn to play D-E-F-initely | **Glockenspiel 1**  Learn to play - Roundabout (C, D, E)  Learn to play - March of the golden guards. ( D, E,F)  Finding out about music - The language of music  Learn to play - Portsmouth | **Glockenspiel 1**  Making up music- your composition on Bongo beach ( E)  Making up music - your composition at Gluttonberry festival (E,F) |
| **DT** | **Cushions Unit 1**  To learn how to sew cross-stitch and appliqué. | **Cushions Unit 1**  To design a product and its template. | **Cushions Unit 1**  To decorate fabric using appliqué and cross-stitch. | **Cushions Unit 1**  To assemble and complete a cushion. | **Structures: Constructing a** castleDesigning a castleNets and structures | **Structures: Constructing a**  **castle** Building a castle |