Year 3 Half Term Overview Pentecost Term 2

|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
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| **English (Including Grammar focus for week)** | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To ensure  factual  statements  are cohesively  linked  To edit  and improve  writing  **Grammar**  To use conjunctions in formal writing  Writing statements  **Spellings**  **Word list**  coverage  calendar  circle  enough  fruit  medicine  regular  strength  woman/  women | **Cloud Tea Monkeys by Mal Peet and Elspeth Graham**  To plan and write a non-chronological report. To publish a non-chronological report. | **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. | **Jim, a cautionary tale. Hilaire Belloc.**  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. | **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  **Spelling**  Words ending with the /g/ sound spelt -gue and the /k/ sound spelt  -que (French in origin)  vague, rogue, vogue, mosque, boutique, grotesque |
| **Class Novel/Guided Reading** | **Earth Shattering Events** by Robin Jacobs | **Earth Shattering Events** by Robin Jacobs | **Earth Shattering Events** by Robin Jacobs | **Charlotte’s Webb** by E. B. White and Garth Williams | **Charlotte’s Webb** by E. B. White and Garth Williams | **Charlotte’s Webb** by E. B. White and Garth Williams | **Charlotte’s Webb** by E. B. White and Garth Williams |
| **Maths** | **Time**  Units of time.  Solve problems with time.  End of unit assessment | **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. | **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** | **Choices**  To plan and celebrate the end of the topic. | **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** | **Module 3** [**Unit**](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/) 1  Session 1: a community of Love  Children will develop an understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities. | **Module 3** [**Unit**](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/) 1  Session 2: What is the Church?  Children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. | **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 | **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. | **Staying safe around water**  Pupils will learn about water danger. They will also explore signs that might be near water to keep them safe. |
| **Geography** | **History- Ancient Egyptian**  What did people in Ancient Egypt believe happened after death?   * To investigate beliefs about the afterlife in Ancient Egypt. | **History- Ancient Egyptian**  Who ruled ancient Egypt and what happened to them when they died?  To evaluate continuity and change by identifying what happened to the pharaohs when they died. | **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 design and create a maze based challenge. | **Branching Databases.**  Yes or no questions  Learners will start to explore questions with yes/no answers, and how these can be used to identify and compare objects. They will create their own yes/no questions, before using these to split a collection of objects into groups | **Branching Databases.**  Making groups  Learners will develop their understanding of using questions with yes/no answers to group objects more than once. They will learn how to arrange objects into a tree structure and will continue to think about which attributes the questions are related to. | **Branching Databases.**  Creating a branching database  Learners will continue to develop their understanding of ordering objects/images in a branching database structure. They will learn how to use an online database tool to arrange objects into a branching database, and will create their own questions with yes/no answers. Learners will show that their branching database works through testing. | **Branching Databases.**  Structuring a branching database  Learners will continue to develop their understanding of how to create a well-structured database. They will use attributes to create questions with yes/no answers, and will apply these to given objects. Learners will compare the efficiency of different branching databases, and will be able to explain why questions need to be in a specific order. | **Branching Databases.**  Planning a branching database  Learners will independently plan a branching database by creating a physical representation of one that will identify different types of dinosaur. They will continue to think about the attributes of objects to write questions with yes/no answers, which will enable them to separate a group of objects effectively. Learners will then arrange the questions and objects into a tree structure, before testing the structure. | **Branching Databases.**  Making a dinosaur identifier  Learners will independently create a branching database to identify different types of dinosaur, based on the paper-based version that they created in Lesson 5. They will then work with a partner to test that their database works, before considering real-world applications for branching databases. |
| **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] | **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**  To keep score accurately over a range of events. | **Rounders**  **PE Hub**  To get into the best body position to field a ball. | **Rounders**  **PE Hub**  To bowl with some consistency in a game situation. | **Sports Day**  **24th June**  To hit a moving ball with one hand. | **Rounders**  **PE Hub**  To stop a moving ball using the long barrier technique. | **Rounders**  **PE Hub**  To throw longer distances using overarm throw | **Rounders**  **PE H.ub**  To select and apply new skills in a competition |
| **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  Pattern seeking. | **Animals including humans**  To investigate muscles and joints  Working Scientifically.  Pattern seeking, making scatter graphs. |
| **French** | **Family and friends**  My family  Simple phrases to say who are our members of the family. | **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** | **Bringing us together.**    Listen to Good Times  Listen to Bringing us together.  Warm - Up Games - Bringing us together. - Bronze  Flexible Games track - Bringing us together.  Learn to Sing the song -  Bringing us together.    Recorder blowing practice.    Play your instrument -  Glockenspiels/recorders  Perform the Song - Bringing us together. | **Bringing us together.**    Listen to Ain’t nobody  Listen to Bringing us together.  Warm - Up Games - Bringing us together. - Silver  Flexible Games track - Bringing us together.  Learn to Sing the song -  Bringing us together.    Recorder blowing practice.    Play your instrument -  Glockenspiels/recorders    Improvise with the song - Bringing us together.  Bronze challenge 2  Perform the Song - Bringing us together. | **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** | **ART - Ancient Egyptian scrolls**    To apply drawing and painting skills in the style of an ancient civilisation. | **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 |