Half Term Overview Lent Term ½ Year 3

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6** |
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| **English (Including** **Grammar focus for** **week)** | Fairy TalesSpelling and Grammar |  Fairy TalesRecount letterSpelling and Grammar | Fairy TalesDebatingSpelling and Grammar | Fairy TalesSpelling and Grammar | Stories with historical settingsSpelling and Grammar | Stories with historical settingsSpelling and Grammar |
| **Class Novel/Guided Reading** | The Roman Beanfeast by Gillian CRoss | The Roman Beanfeast by Gillian CRoss | The Roman Beanfeast by Gillian CRoss | The Roman Beanfeast by Gillian CRoss | The Roman Beanfeast by Gillian CRoss | The Roman Beanfeast by Gillian CRoss |
| A variety of books from National Literacy Trust - Reading for pleasure scheme | A variety of books from National Literacy Trust - Reading for pleasure scheme | A variety of books from National Literacy Trust - Reading for pleasure scheme | A variety of books from National Literacy Trust - Reading for pleasure scheme | A variety of books from National Literacy Trust - Reading for pleasure scheme | A variety of books from National Literacy Trust - Reading for pleasure scheme |
| **Maths**  | Multiplication and Division | Multiplication and Division | Multiplication and Division | Length and Perimeter | Length and Perimeter | Length and Perimeter |
| **RE**  | Journeys - Local Church Community | Journeys - Local Church Community | Journeys - Local Church Community | Listening and Sharing - Eucharist - Relating | Listening and Sharing - Eucharist - Relating | Listening and Sharing - Eucharist - Relating |
| **PSHE**  | Digital wellbeing | Digital wellbeing | Digital wellbeing | Digital wellbeing | Digital wellbeing | Digital wellbeing |
| **History** | Romans in Britain | Romans in Britain | Romans in Britain | Romans in Britain | Romans in Britain | Romans in Britain |
| **Computing**  | To use a range of techniques to create a stop-frame animation. | To use a range of techniques to create a stop-frame animation. | To use a range of techniques to create a stop-frame animation. | To use a range of techniques to create a stop-frame animation. | To use a range of techniques to create a stop-frame animation. | To use a range of techniques to create a stop-frame animation. |

| **PE**  | Core P.E.Real PE - Cognitive CogDynamic Balance On a line/ Co-ordination skills - Ball Skills | Core P.E.Real PE - Cognitive CogDynamic Balance On a line/ Co-ordination skills - Ball Skills | Core P.E.Real PE - Cognitive CogDynamic Balance On a line/ Co-ordination skills - Ball Skills | Core P.E.Real PE - Cognitive CogDynamic Balance On a line/ Co-ordination skills - Ball Skills | Core P.E.Real PE - Cognitive CogDynamic Balance On a line/ Co-ordination skills - Ball Skills | Core P.E.Real PE - Cognitive CogDynamic Balance On a line/ Co-ordination skills - Ball Skills |
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| Gymnastics - Flight and Balance - Social Cog | Gymnastics - Flight and Balance - Social Cog | Gymnastics - Flight and Balance - Social Cog | Gymnastics - Flight and Balance - Social Cog | Gymnastics - Flight and Balance - Social Cog | Gymnastics - Flight and Balance - Social Cog |
| **Science**  | Light and shadows | Light and shadows | Light and shadows | Light and shadows | Light and shadows | Light and shadows |
| **Music**  | Charanga - English Model Music Curriculum Y3 Unit 2Enjoying Improvisation.What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2Enjoying Improvisation.What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2Enjoying Improvisation.What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2Enjoying Improvisation.What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2Enjoying Improvisation.What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2Enjoying Improvisation.What Stories Does Music Tell Us about The Past? |
| **DT**  | To make and evaluate catapults | To make and evaluate catapults | To make and evaluate catapults | To make and evaluate catapults | To make and evaluate catapults | To make and evaluate catapults |