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 Tales  Spelling and Grammar | Fairy Tales  Recount letter  Spelling and Grammar | Fairy Tales  Debating  Spelling and Grammar | Fairy Tales  Spelling and Grammar | Stories with historical settings  Spelling and Grammar | Stories with historical settings  Spelling 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 Cog  Dynamic Balance On a line  / Co-ordination skills - Ball Skills | Core P.E.  Real PE - Cognitive Cog  Dynamic Balance On a line  / Co-ordination skills - Ball Skills | Core P.E.  Real PE - Cognitive Cog  Dynamic Balance On a line  / Co-ordination skills - Ball Skills | Core P.E.  Real PE - Cognitive Cog  Dynamic Balance On a line  / Co-ordination skills - Ball Skills | Core P.E.  Real PE - Cognitive Cog  Dynamic Balance On a line  / Co-ordination skills - Ball Skills | Core P.E.  Real PE - Cognitive Cog  Dynamic 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 2  Enjoying Improvisation.  What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2  Enjoying Improvisation.  What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2  Enjoying Improvisation.  What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2  Enjoying Improvisation.  What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2  Enjoying Improvisation.  What Stories Does Music Tell Us about The Past? | Charanga - English Model Music Curriculum Y3 Unit 2  Enjoying 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 |