Half Term Overview Pentecost Term 1 Year 3

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English** | To explore setting and characters  Drama and role-playing  **Grammar**: words with suffixes, adverbs and proper nouns | Diary entry  **Grammar:** capitalisation | Diary entry  **Grammar:** powerful adjectives describing feelings | Extended narrative  **Grammar:** present tense | Poetry  **Grammar:** punctuation in direct speech | Persuasive letter    **Grammar:** conjunctions: if, because, when, although |
| **Spelling** | Statutory Spelling Challenge Words | Words ending in -ary | Words with a short /u/ sound spelt with ‘o’ | Words with a short /u/ sound spelt with ‘ou’ | Word families based on common words, showing how words are related in  form and meaning | Word families based on common words, showing how words are related in form and meaning |
| **Class Novel/Guided Reading** | **Mary Poppins**  **P.L.Travers** | **Mary Poppins**  **P.L.Travers** | **Mary Poppins**  **P.L.Travers** | **Mary Poppins**  **P.L.Travers** | **Mary Poppins**  **P.L.Travers** | **Mary Poppins**  **P.L.Travers** |
| **Maths** | **Fractions**  Adding and subtracting fractions, unit and non-unit fractions, reasoning | **Money**  Pounds and pence, adding and subtracting money, find change | **Time**  Roman numerals, telling the time to 5 minutes, to 1 minute, digital clock, a.m and p.m. Years, months and days, days and hours. | **Time**  Hours and minutes, start and end times, durations, minutes and seconds, units of time, problem solving | **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, 3-D shapes, Make 3-D shapes. |
| **RE** | **Giving All-**  Resurrection | **Serving - Energy**  Pentecost  Ascension | **Serving - Energy**  Pentecost  The coming of the Holy Spirit | **Serving - Energy**  Pentecost  The gifts of the Holy Spirit | **Sacramental Reconciliation - Choices**  How the Sacrament of Reconciliation helps us to build bridges | **Sacramental Reconciliation - Choices**  To know that we all need to forgive and to be forgiven |
| **PSHE** | **Safety First**  Being responsible for making good choices to stay safe and healthy | **Safety First**  Identifying a risky situation and act responsibility | **Safety First**  Choosing not to do something that makes me feel uncomfortable.What is a conscience? | **Safety First**  Staying safe when out and about - roads, railways and water | **Safety First**  Dangerous substances and how they affect the human body | **Safety First**  How to respond to emergency situations. Discuss First Aid and hazards |
| **Geography** | **Why do some earthquakes cause more damage than others?**  To explore what happened in New Zealand in 2011 | **Why do some earthquakes cause more damage than others?**  To explore how New Zealand has been affected by earthquakes in the past | **Why do some earthquakes cause more damage than others?**  To explore why New Zealand has so many earthquakes | **Why do some earthquakes cause more damage than others?**  To explore if the largest earthquakes always cause the most death and destruction | **Why do some earthquakes cause more damage than others?**  To explore where most volcanoes and earthquakes happen | **Why do some earthquakes cause more damage than others?**  Consolidation |
| **Computing** | **Programming**  Introduction to Scratch  What is a Sprite? | **Programming**  Programming sprites, create movement and create code using motion blocks | **Programming**  Sequences  Using joining blocks of code together.  Know how to command a programme to start. | **Programming**  Ordering commands.  Sequencing a simple program. | **Programming**  Combine motion and sounds in one sequence. Change the appearance of a sprite and the backdrops | **Programming**  To create a project from a task description. |

| **PE** | **Kwik cricket**  Match play following simple rules of cricket | **Kwik cricket**  Inter-year cricket matches | **Athletics**  Jumping in isolation and in combination | **Athletics**  Running at different speeds | **Athletics**  To approach and jump hurdles | **Athletics**  To throw a javelin using the pull throw technique |
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| **Swimming**  Aqua Vale pool  To swim 25m unaided | **Swimming**  Aqua Vale pool  To swim 25m unaided | **Swimming**  Aqua Vale pool  To swim 25m unaided | **Swimming**  Aqua Vale pool  To swim 25m unaided | **Swimming**  Aqua Vale pool  To swim 25m unaided | **Swimming**  Aqua Vale pool  To swim 25m unaided |
| **Science** | **Plants**  Life cycles  To Work Scientifically | **Plants**  Life Cycles  To Work Scientifically | **Animals**  Humans need the right type of nutrition | **Animals**  **Animals need the right types of nutrition** | **Animals**  The function of the human skeleton | **Animals**  Different types of skeletons |
| **Music** | English Model Music Curriculum Y3 Unit 5 (Summer 1)  How Does Music Shape Our Way of Life?  To develop notation skills  To understand music  To improvise together | English Model Music Curriculum Y3 Unit 5 (Summer 1)  How Does Music Shape Our Way of Life?  To listen and respond | English Model Music Curriculum Y3 Unit 5 (Summer 1)  How Does Music Shape Our Way of Life?  To sing in tune | English Model Music Curriculum Y3 Unit 5 (Summer 1)  How Does Music Shape Our Way of Life?  To play instruments accurately | English Model Music Curriculum Y3 Unit 5 (Summer 1)  How Does Music Shape Our Way of Life?  To perform to an audience | English Model Music Curriculum Y3 Unit 5 (Summer 1)  How Does Music Shape Our Way of Life?  To evaluate performance. |
| **DT/Art** | **D/T**  Scrummy Scones  Preparing to cook  Cooking skills  Safety and hygiene | **D/T**  Scrummy Scones  Tasting and evaluating scones | **D/T**  Scrummy Scones  Baking and evaluating scones | **Art**  To know about great and famous artists and describe their work. | **Art**  To recreate form in natural disaster sketches | **Art**  Experiment with materials and techniques in artwork about natural disasters |
| **French** | **Time**  Counting from 1 to 31 | **Time**  Days of the Week | **Time**  Months of the Year | **Time**  Mon anniversaire.  Speak in a sentence using known vocabulary and grammar. | **Time**  What’s the date today?  French festival dates | **Time**  Yesterday, today, tomorrow |