Half Term Overview Y3 Pentecost Term 2

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including Grammar focus for week)** | To write a new chapter in the style of P.L. Travers.  Adverbs, similes and metaphors. | To write a new chapter in the style of P.L. Travers.  Adjectives  Speech punctuation | To write and publish a persuasive letter to Mary Poppins to return. | Non-chronological report writing  Features | Non-chronological report writing | Non-chronological report writing |
| **Spelling** | Words ending in the suffix -al | Words ending with an /zhuh/ sound spelt with ‘sure’ | Words ending with a /chuh/ sound spelt with ‘ture’ | Words ending with a /cher/ sound spelt as ‘ture’ | Silent Letters Revision (1) | Silent Letters Revision (2) |
| **Class Novel (English resource)** | **Mary Poppins**  **P.L. Travers** | **Mary Poppins**  **P.L. Travers** | **Mary Poppins**  **P.L. Travers** | **Unicorns**  **P. Corbett**  **Model Text** | **Unicorns**  **P. Corbett**  **Model Text** | **Unicorns**  **P. Corbett**  **Model Text** |
| **Maths** | **Shape**  Angles and turns  Right angles | **Shape**  Compare angles  Measure and draw accurately  Horizontal and vertical | **Shape**  Parallel and perpendicular  2-D shapes  polygons  3-D shapes | **Statistics**  pictograms, bar charts, represent data | **Statistics**  Tables  End of unit assessment | **Escape rooms -** Practising maths problem solving skills in groups |
| **RE** | **Choices**  The Prodigal Son - forgiveness | **Choices**  Consequences | **Choices**  Remembering and celebrating | **Universal Church Explore**  Special places for us and Jesus | **Universal Church Reveal**  Special places and the Christian Community | **Universal Church**  **Respond**  Remembering and celebrating |
| **PSHE/RSE** | **Ten Ten Resources**  Gospel story of Jairus’ daughter. Reflective sessions. | **Ten Ten Resources**  The Sacraments, our friendships and relationships. | **Ten Ten Resources**  The Prodigal Son - God loves us. The importance of forgiveness in relationships | **Ten Ten Resources**  Lucy’s Story - what does the Holy Trinity mean for them | **Ten Ten Resources**  The wider Church and the principles of Catholic Social Teaching. | **Ten Ten Resource**s  Exploring how we can put love into action in the communities we live in. |
| **Geography/History** | **Geography**  **Magic Kingdom - Sunshine State**  Why is Magic Kingdom the most popular in the world? | **Geography**  **Magic Kingdom - Sunshine State**  Where is the Magic Kingdom? | **Geography**  **Magic Kingdom - Sunshine State**  Why is the state of Florida a peninsula**?** | **Geography**  **Magic Kingdom - Sunshine State**  Why is the Kennedy Space Centre in Florida? | **Geography**  **Magic Kingdom - Sunshine State**  Why are sea turtles endangered and how can they be protected? | **Geography**  **Magic Kingdom - Sunshine State**  How and why is the climate of the Sunshine State different from where I live? |
| **Computing** | **Scratch**  To create a programme using 3 sprite and change their sound and appearance. | **Scratch**  To create a final programme including all that they have learnt | **Desktop Publishing**  Editing font size, colour and type in an invitation.  Explore Return, Backspace and Shift keys. | **Desktop Publishing**  To use the terms ‘templates, orientation and placeholders’ within publishing software | **Desktop Publishing**  Create their own magazine template using desktop publishing applications | **Desktop Publishing**  Create their own magazine template using desktop publishing applications |
| **PE** | **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres | **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres | **Swimming**  perform safe self-rescue in different water-based situations | **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres | **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres | **Swimming**  swim competently, confidently and proficiently over a distance of at least 25 metres |
| **Athletics**  Pull-throw technique  shot put  discus, javelin | **Athletics**  A variety of skipping techniques | **Rounders**  To get into best body position to field a ball | **Rounders**  To bowl with some consistency in a game | **Rounders**  To throw overarm when fielding | **Rounders**  To select and apply new skills in a competition |
| **Science** | **Animals -** Working scientifically  Do children with longer legs jump further? Planning investigation | **Animals -** Working scientifically  Do children with longer legs jump further? Collect measurements and record results | **Animals**  Working scientifically -  Create a scatter graph using Google Sheets - analyse results | **Animals**  Working Scientifically  To investigate proportions of the human body | **Animals**  Humans need the right types of nutrition - food groups | **Animals**  Animals need the right nutrition  How is Edie’s diet different from a human’s? |
| **French** | **Time**  Mon anniversaire - say your birthday in french | **Time**  What is the date yesterday, today, tomorrow? | **Family and friends**  Pets - match subject and verb when talking about pets in french | **Family and friends**  The alphabet - spell words using the french alphabet | **Family and friends**  Chez Moi!  Label the parts of the home in french. | **End of Year Revision lesson.**  Play games and sing songs from key topics covered |
| **Art/DT** | **Art** -  To paint using inspiration from famous artists | **D/T**  **Textiles**  investigating the purpose and design of bookmarks | **D/T**  **Textiles**  To use simple stitching techniques and following a design | **D/T**  **Textiles**  To use simple stitching techniques and following a design | **D/T**  **Textiles**  To create a final product  using simple stitching to decorate | **D/T**  **Textiles**  To evaluate our final product using a 5 point scale |
| **Music** | **Charanga**  Charanga - English Model Music Curriculum Y3 Unit 6 (Summer 2)  How does music connect us with the environment?  **Michael Bow**  **The Boat Ashore Part 1**  To develop notation skills  To understand music  To improvise together | **Charanga**  To listen and respond  **Michael Bow**  **The Boat Ashore Part 2** | **Charanga**  To sing in tune  **The Dragon Song Part 1** | **Charanga**  To play instruments accurately  **The Dragon Song Part 2** | **Charanga**  To perform to an audience  **Follow Me** | **Charanga**  To evaluate performance.  Assessment |