Half Term Overview Lent Term 1/2

|  | **1** | **2** | **3** | **4** | **5** | **6** |
| --- | --- | --- | --- | --- | --- | --- |
| **English (Including Grammar focus for week)** | **The Tear thief**  Planning and writing a newspaper report  Adverbs,inverted commas for quotes, conditional sentences  paragraphs  Spelling ly suffix  Practise cursive handwriting | **Escape from Pompeii**  Writing a story setting description, Making inferences about the past and characters  Verbs to describe  Possessive apostrophes  prepositions  Spelling word list words - centre, century, history, increase, natural, pressure, build | **Escape from Pompeii**  To use conditional sentences to give advice  To make inferences about how a character’s feelings have changed  To  create and write vivid descriptive  sentences  To identify the features of a newspaper article  Spellings  Words with the /s/ sound spelt sc (Latin in origin)  science, scene, discipline, fascinate, crescent, | **Escape from Pompeii**  To ask and answer questions in role  To punctuate direct speech  To summarise main events  To write a newspaper article  To edit writing for clarity  Spelling  Words with the /k/ sound spelt ch (Greek in origin)  scheme, chorus, chemist, echo, character. | **The Pied Piper of Hamelin**  **Michael Morpurgo**  To explore the features  of traditional tales and  myths  To make inferences about characters and  settings  Writing in role  non-chronological (information) reports  Paragraphs  single and multi - clausses  To practise word list words  answer  certain  difficult  height  notice  possess(ion)  reign | **The Pied Piper of Hamelin**  **Michael Morpurgo**  To use factual information to make an  advert  To write a persuasive  formal letter in role  Writing from different points of view  Using evidence from the text to support opinions  Planning for an extended narrative  using pronouns to avoid repetition  adjectives  conjunctions  The /^/ sound spelt ou  sound, young, thrust, ouch, hound, round, found, touch, double, trouble, country, hut,  button, trust, town, amount |
| **Class Novel/Guided Reading** | Newspaper text comprehensions | 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 |
| **Maths** | **Multiplication and Division**  Multiples of 10  Related calculations  Reasoning about multiplication | **Multiplication and Division**  Multiply a 2-digit number by a 1-digit number - no exchange  Multiply a 2-digit number by a 1-digit number - with exchange  Link multiplication and division  Divide a 2-digit number by a 1-digit number - no exchange  Divide a 2-digit number by a 1-digit number - flexible partitioning | **Multiplication and Division**  Divide a 2-digit number by a 1-digit number - with remainders  Scaling  How many ways?  End of block assessment | **Length and Perimeter**  Measure in metres and centimetres  Measure in millimetres  Measure in centimetres and millimetres  Metres, centimetres and millimetres  Equivalent lengths metres and centimetres | **Length and Perimeter**  Equivalent lengths centimetres and millimetres  Compare lengths  Add lengths  Subtract lengths  What is perimeter? | **Length and Perimeter**  Measure perimeter  Calculate perimeter  End of block Assessment  Roman numerals |
| **RE** | **Journeys- Church Community**  Is life a journey?  What special events are there throughout the year?  What is a Liturgical year? | **Journeys- Church Community**  What are the seasons of the Church’s year?  What is Ordinary time in Church’s year?  What are the feast days of Our Lady? | **Journeys- Church Community**  Why does Jesus want us to love one another?  Why is prayer important in Christian life? | **Journeys- Church Community**  Year 3 To prepare and lead Candlemas assembly | **Journeys- Church Community**  To remember all that has been learned in the topic  To plan the end of topic celebration | **Journeys- Church Community**  To celebrate together  To make an individual response to what they have understood and celebrated |
| **PSHE** | End of unit assessment for Module 1 unit 1 - Religious understanding  Baseline Assessment for Module 2 Unit 2 - Personal relationships | **Ten:Ten Module 2 unit 2**  **Session 1: Family, friends and Others**  This session will help children to identify more complex relationships in  their lives, including family, friends and other people, and explore how  to relate to people within these different relationships. Children will  also discuss what it means to be a good friend and learn some  strategies to use when relationships become difficult. | **Ten:Ten Module 2 unit 2**  **Session 2: When things feel bad**  In this session, children will learn how to recognise bullying and abuse  (including physical bullying and emotional bullying online).  Children will  take part in discussions and role play activities to consider how bullying  affects people, and what strategies can be employed to resist pressure  and practise resilience. | End of unit assessment for Module 2 unit 2 - Personal relationships.  Baseline Assessment for Module 2 Unit 3 - Life online | **Ten:Ten Module 2 unit 3**  **Session 1: Sharing Online**  Integrating the NSPCC Share Aware programme, this session  introduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on how  quickly things can be shared around the world online, including  photos, passwords and other personal information. Children will  discuss how this can be damaging and/or dangerous, and will learn  steps to keep themselves safe. | **Ten:Ten Module 2 unit 3**  **Session 2: Chatting Online + Classroom shorts**  Integrating the NSPCC Share Aware programme, this session  continues discussing steps children need to take to stay safe online.  This session focuses particularly on chatting and cyberbullying; it  helps children to know how they can report and get help if they  encounter inappropriate messages or material. |
| **History** | **Romans**  To understand why the Romans invaded Britain  Explaining the meaning of empire and invasion. | **Romans**  To create a visual interpretation of Boudicca.  Using sources to make inferences about  Boudicca’s personality. | **Romans**  To understand how Roman soldiers were equipped for war.  Explain why the Romans needed a powerful  army.  Identify the equipment of a Roman soldier.  To create a replica Roman shield. | **Romans**  To understand Roman army battle formations.  Explaining how the Roman army was organised.  Performing simple manoeuvres and drills.  Explaining why the Roman army was successful. | **Romans**  To make inferences about life in Roman times.  Describing an artefact.  Making observations about the artefact.  Make deductions about Roman life. | **Romans**  To identify the Roman legacy in Britain.  I can explain the meaning of a legacy.  I can identify how the Romans changed Britain.  I can identify and explain the impact of the most  significant Roman legacy. |
| **Computing** | **Stop-frame animation**  Can pictures move?  Create their own animations in the style of flip books. | **Stop-frame animation**  To use a range of techniques to create a stop-frame animation. | **Stop-frame animation**  To create a storyboard for their stop-frame animation. | **Stop-frame animation**  Create stop-frame animations, focussing on consistency. | **Stop-frame animation**  Create a brand new animation based on feedback. | **Stop-frame animation**  Add media and effects to their animations such as music and text. |
| **PE** | Gymnastics - Flight and Balance - Social Cog  Floor work  To help, praise and encourage others in their learning | Gymnastics - Flight and Balance - Social Cog - Low apparatus  To show patience and support others listening carefully about our work | Gymnastics - Flight and Balance - Social Cog  Low apparatus  To show patience and support others listening carefully to them about our work | Gymnastics - Flight and Balance - Social Cog  Floor work  I show patience and support others listening carefully to them about our work | Gymnastics - Flight and Balance - Social Cog  Apparatus sequences  I show patience and support others listening carefully to them about our work | Gymnastics - Flight and Balance - Social Cog  Apparatus sequences  I help organise roles and responsibilities and I can guide a small group through a task |
| Coordination  Ball skills - hockey  Recognising key features of the hockey stick, basic control of the hockey ball  Coach Tom | Coordination  Ball skills - hockey - control of the ball, pass into space  Play in a small - sided game  Coach Tom | Coordination  Ball skills - hockey  Defensive body position in preparation for tackling skills  Coach Tom | Coordination  Ball skills - hockey Control of the ball and pass unchallenged  Move into space to receive the ball  Work as a team to score points  Coach Tom | Coordination  Ball skills - hockey  Practise agility skills  Use agility in a small-sided game  Coach Tom | Coordination  Ball skills - hockey  Grasp and use some of the basic rules of the game  Play avoiding the ball touching your feet  Mini- games  Coach Tom |
| **Science** | **Light and shadows**  Light sources  What is light?  What is darkness? | **Light and shadows**  To recognise that light is reflected from surfaces | **Light and shadows**  Light from the sun can be dangerous and knowing how to protect our eyes | **Light and shadows**  To recognise that shadows are formed when a light source is blocked by an opaque object | **Light and shadows**  Finding patterns in the way that the size of shadows change | **Light and shadows**  Finding patterns in the way that shadows change over the course of the day |
| **French** | **Food, Glorious Food!**  To understand and join in with a French story  The Very Greedy Dog | **Food, Glorious Food!**  To understand key features and patterns of basic grammar in the context of food.  The Very Greedy Dog book | **Food, Glorious Food!**  I can say if I like or dislike a food.  The Very Greedy Dog book | **Food, Glorious Food!**  To describe people, places, things and actions orally and in writing in the context of describing food by colour.  The Very Greedy Dog book | **Food, Glorious Food!**  To describe people, places, things and actions orally and in writing in the context of describing objects by size.  The Very Greedy Dog book | **Food, Glorious Food!**  To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.  The Very Greedy Dog book |
| **Music** | **Three little birds**  Listen and appraise - Three Little Birds.  Learn to Sing the Song - Three Little Birds  Play your instruments (Glockenspiels)  Perform the Song - Three Little Birds | **Three little birds**  Listen and Appraise - Jamming  Listen and Appraise- Three Little Birds  Learn to sing the song - Three little Birds  Play your instruments (Glockenspiels)  Perform the Song - Three little Birds | **Three little birds**  Listen and Appraise - Small people  Listen and Appraise- Three Little Birds  Learn to sing the song - Three little Birds  Play your instruments (Glockenspiels)  Perform the Song - - Three little Birds | **Three little birds**  Listen and Appraise - 54-46 Was my number.  Listen and Appraise- Three Little Birds  Learn to sing the song - Three little Birds  Play your instruments (Glockenspiels)  Improvise with the Song - Three little Birds | **Three little birds**  Listen and Appraise - Ram Goat Liver  Listen and Appraise- Three Little Birds  Learn to sing the song - Three little Birds  Play your instruments (Glockenspiels)  Improvise with the Song - Three little Birds  Compose with the Song - Three Little Birds  Perform the song - Three Little Birds | **Three little birds**  Listen and Appraise - Our day will come  Listen and Appraise- Three Little Birds  Learn to sing the song - Three little Birds  Play your instruments (Glockenspiels)  Improvise with the Song - Three little Birds  Compose with the Song - Three Little Birds  Perform the song - Three Little Birds |
| **DT** | **Exploring a Pneumatic system**  Children will understand how pneumatic systems work.  Children will be designing a toy that uses a pneumatic system. | Making pneumatic toys Children will create a pneumatic system for the toy they have designed. | Decorating and assembling a pneumatic toy Children will be assembling and testing their pneumatic toy***.***  Children will evaluate their finalised product against the design criteria. | **Digital world: Electrical charm** Children will be creating and developing a design criteria to ensure the success of a product. Children will be able to decide who will use the product. They will also be able to decide what their product will do. | **Digital world: Electrical charm**  Children will programme a virtual micro:bit to flash using loop blocks.  Children will write code to program and control a product.  Children will be checking for errors by comparing it to the correct code. | **Digital world: Electrical charm**  Children will be developing and communicating ideas.  Children will be designing a product concept through annotated sketches and diagrams. |