Half Term Overview Lent 2 Term Year 3

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including**  **Grammar focus for**  **week)** | Stories with historical setting - Book Talk  Writing to entertain:  Setting sensory description  Unusual/Tricky Verbs  The subject of a sentence | Stories with historical setting  Writing to entertain:  Poetry writing (performance poems)  Sentence length - to identify correct sentences | Assessment Week: Spelling, Grammar, Punctuation; Reading Comprehension, Writing | Stories with historical setting  Writing to inform: Letter writing  To identify run-ons and correct sentences. | Stories with historical setting  Writing to inform: descriptive recount - diary entry  To create correct sentences by using conjunctions *because, but, so* | Stories with historical setting  Writing to entertain: writing and editing my own narrative  To explore different ways of correcting comma splices |
| **Spelling** | Spelling Words with a /k/ sound spelt with ‘ch’ | Creating adverbs using the suffix -ly (no change to root word) | Creating adverbs using the suffix -ly (root word ends in ‘y’ with more than one syllable) | Creating adverbs  using the suffix -ly  (root word ends in ‘le’) | Creating adverbs using the suffix -ly (root word ends in ‘ic’ or ‘al’) | Creating adverbs using the suffix -ly (exceptions to the rules) |
| **Class Novel/Guided Reading** | Escape from Pompeii  Christina Balit | Escape from Pompeii  Christina Balit | Escape from Pompeii  Christina Balit | Escape from Pompeii  Christina Balit | Escape from Pompeii  Christina Balit | Escape from Pompeii  Christina Balit |
| **Maths** | Fractions  Numerators/ denominators, unit and non-unit fractions, comparing fractions | Fractions  Count in fractions, equivalent fractions | Fractions  End of block Assessment | Mass and Capacity  Use scales  Measure mass in grams and Kilograms | Mass and Capacity  Compare mass  Add and subtract mass  Using litres and millilitres | Mass and Capacity  Capacity and volume  End of block Assessment |
| **RE** | **Eucharist - Relating** - Listening and sharing with one another | **Eucharist - Relating** - Listening to the Word of God and sharing in Holy Communion | **Eucharist - Relating -** Acquire the skills of assimilation, celebration and application of what we have learnt | **Giving All - Lent/Easter**  How people give themselves | **Giving All - Lent/Easter**  Lent, a time to remember Jesus’ total giving | **Giving All - Lent/Easter**  Acquire the skills of assimilation, celebration and application of what we have learnt |
| **PSHE** | Healthy Me  The choice of what happens to my body | Healthy Me  How to keep my body healthy | Healthy Me  The importance of enough sleep | Healthy Me  The importance of hygiene | Healthy Me  How to stay safe around medicine | Healthy Me  Making better choices and healthy habits |
| **History/Geography** | The Romans  Mount Vesuvius eruption and destruction of Pompeii  Identifying physical features | Roman Day - Life in Roman Britain - providing pupils an understanding of the Roman Occupation of Britain through  practical activities and role play. Organised  by *History Off The Page* | Geography - understanding and exploring natural disasters - why do they happen; volcanoes - how are they formed, what are tectonic plates, Line of Fire | The Romans - exploring Roman gods and beliefs | The Romans - exploring Roman architecture | The Romans - understanding the downfall of the Roman Empire |
| **Computing** | Stop Motion Animation  Adding audio to Roman animations | Branching keys  Yes or no questions | Branching keys  Making groups | Branching keys  Creating a branching database | Branching keys  Structuring a branching database | Branching keys  Planning and making a branching key/identifier |

| **PE** | Outdoor Adventurous activities  Communication, strength, flexibility  Running games | OAA  Complete map-reading tasks in groups | OAA  Follow a map and design a route on a map | OAA  Group work  Identifying strengths and ways to improve | OAA  Complete trust-based challenges | OAA  Trust-based challenges |
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| Net/wall games  Netball  3 passes, sending and receiving a ball | Net/wall games  Netball  Channels, court positions, mini games | Striking/hitting  Cricket  To hit a stationary ball into space | Striking/Fielding  Cricket  To bowl underarm ball at a target  3 vs 1 games | Striking/Fielding  Cricket  To use correct footwork to strike a bowled ball  Diamond cricket | Striking/Fielding  Cricket  To stop a moving ball with consistency  4 vs 4 games |
| **Science** | Light topic  Working scientifically  Shadow length investigations  (Pattern seeking) | Plants  The function of leaves  Photosynthesis | Plants  The function of roots  Observing fibrous and storage roots | Plants  The function of flowers  Dissecting flowers | Plants  The function of stems  Carnation and celery investigations | Plants  Life cycles  Pollination and fertilisation |
| **Music** | Charanga English Model Music Curriculum Unit 3 Song ‘Use your imagination’ Part 1 - To develop notation skills  To understand music  To improvise together | Charanga English Model Music Curriculum Unit 3 Song ‘Use your imagination’ Part 2 - To listen and respond | Charanga English Model Music Curriculum Unit 3 Song ‘You are a shining star’ Part 1 - To sing in tune | Charanga English Model Music Curriculum Unit 3 ‘You are a shining star’ Part 2 - To play instruments accurately | Charanga English Model Music Curriculum Unit 3 Song ‘Music makes the world go round’ Y3 Unit 3 - To perform to an audience | Charanga English Model Music Curriculum Unit 3 - To evaluate performance |
| **DT/Art** | To make a wooden frame for a Roman mosaic | To use equipment effectively and safely to make a wooden frame | To strengthen a wooden frame using triangles | To research and design a Roman style mosaic | To make a Roman style mosaic with 3-D tiles | To assemble a Roman style mosaic |
| **French** | The Very Greedy Dog  Reading a story in French and joining in | The Very Greedy Dog  Basic French grammar  Food context | The Very Greedy Dog  To state a preference for a food type | The Very Greedy Dog  Describe food by its colour | The Very Greedy Dog  Describe food by size | The Very Greedy Dog  Express opinions about food |