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 TalkWriting to entertain:Setting sensory description Unusual/Tricky Verbs The subject of a sentence | Stories with historical settingWriting to entertain:Poetry writing (performance poems)Sentence length - to identify correct sentences | Assessment Week: Spelling, Grammar, Punctuation; Reading Comprehension, Writing | Stories with historical settingWriting to inform: Letter writingTo identify run-ons and correct sentences. | Stories with historical settingWriting to inform: descriptive recount - diary entryTo create correct sentences by using conjunctions *because, but, so* | Stories with historical settingWriting to entertain: writing and editing my own narrativeTo 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 adverbsusing 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 PompeiiChristina Balit | Escape from PompeiiChristina Balit | Escape from PompeiiChristina Balit | Escape from PompeiiChristina Balit | Escape from PompeiiChristina Balit | Escape from PompeiiChristina Balit |
| **Maths**  | FractionsNumerators/ denominators, unit and non-unit fractions, comparing fractions | FractionsCount in fractions, equivalent fractions | FractionsEnd of block Assessment  | Mass and CapacityUse scalesMeasure mass in grams and Kilograms | Mass and CapacityCompare massAdd and subtract massUsing litres and millilitres | Mass and CapacityCapacity and volumeEnd 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 MeThe choice of what happens to my body | Healthy MeHow to keep my body healthy | Healthy MeThe importance of enough sleep | Healthy MeThe importance of hygiene | Healthy MeHow to stay safe around medicine | Healthy MeMaking better choices and healthy habits |
| **History/Geography** | The Romans Mount Vesuvius eruption and destruction of PompeiiIdentifying physical features  | Roman Day - Life in Roman Britain - providing pupils an understanding of the Roman Occupation of Britain throughpractical activities and role play. Organisedby *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 keysYes or no questions | Branching keysMaking groups | Branching keysCreating a branching database | Branching keysStructuring a branching database | Branching keysPlanning and making a branching key/identifier |

| **PE**  | Outdoor Adventurous activitiesCommunication, strength, flexibilityRunning games | OAAComplete map-reading tasks in groups | OAAFollow a map and design a route on a map | OAAGroup workIdentifying strengths and ways to improve | OAAComplete trust-based challenges | OAATrust-based challenges |
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| Net/wall gamesNetball3 passes, sending and receiving a ball | Net/wall gamesNetballChannels, court positions, mini games | Striking/hittingCricketTo hit a stationary ball into space | Striking/FieldingCricketTo bowl underarm ball at a target3 vs 1 games | Striking/FieldingCricketTo use correct footwork to strike a bowled ballDiamond cricket | Striking/FieldingCricketTo stop a moving ball with consistency4 vs 4 games |
| **Science**  | Light topicWorking scientificallyShadow length investigations(Pattern seeking) | PlantsThe function of leavesPhotosynthesis | PlantsThe function of rootsObserving fibrous and storage roots | Plants The function of flowersDissecting flowers | PlantsThe function of stemsCarnation and celery investigations | PlantsLife cyclesPollination and fertilisation  |
| **Music**  | Charanga English Model Music Curriculum Unit 3 Song ‘Use your imagination’ Part 1 - To develop notation skillsTo understand musicTo 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 DogReading a story in French and joining in  | The Very Greedy DogBasic French grammarFood context | The Very Greedy DogTo state a preference for a food type | The Very Greedy DogDescribe food by its colour  | The Very Greedy DogDescribe food by size | The Very Greedy DogExpress opinions about food |