



CLASS HALF TERM OVERVIEW OF PLANNING
Year 3 - Chestnut Class
Autumn 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.1 What do Christians learn from the Creation Story?	Creation – Lesson 1 What is wonderful about our world? - Nature scavenger hunt - Story - Mind map <i>Homework – send in a photo of something “good” that you have created.</i>	Creation – Lesson 2 What is the story of Genesis? - Watch animation about Creation - List things in the story that are “good” - Comprehension (shared) - Discuss – what have you created that is “good”? How to treat it. OR – LA – retell Genesis story using Twinkl story stones Link to Big Write?	Creation - Lesson 3 What does God teach humans about caring for the world? - What do God’s instructions (through Genesis) mean (TTYP) - Order 6 statements (most and least likely) - Write instructions (or scribed) for how God would tell humans to look after the world (link to grammar lesson)	Creation – Lesson 4 Why do Christians believe we should care for the world? - Explore the different reasons Christians care to the world - Write a list of ways you have looked after the world - Challenge – why should humans look after nature?	Creation – Lesson 5 What is the story of Adam and Eve? - Tell the story of The Fall (watch video) - Sequence the story (sequencing cards) - LA – colour the sequencing cards Most – Why did the characters do what they did – explain Link to Big Write	Creation – Lesson 6 What do Christians learn from the Creation story? - Read some examples of different ways Christians might say sorry to God – discuss them - Complete a table – ways Christians might say sorry to God and how this helps them grow closer to God
PSHE Me and my relationships	As a rule Explain why we have rules; Explore why rules are different for different age groups (particularly internet-based activities); Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking rules. Zip, Zap, Boing game Reflection: Wearing my scarf	Looking after our special people Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Circle time: A good friend is someone who... Reflection: Wearing my scarf	How can we solve this problem? Rehearse and demonstrate simple strategies for resolving given conflict situations. Reflection: Wearing my scarf	Friends are special Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	Thunks Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.	Dan’s Dare Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.



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Maths	<p>Focus area: Place value Represent numbers to 100 Partition numbers to 100 Number line to 100</p> <p>Focus area: Shape Turns and angles Right angles</p> <p>Continue number facts assessments</p>	<p>Focus area: Place value Hundreds Represent numbers to 1,000 Partition numbers to 1,000</p> <p>Focus area: Shape Compare angles Investigation</p> <p>Continue number facts assessments</p>	<p>Focus area: Place value Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Find 1, 10 or 100 more or less</p> <p>Focus area: Shape Measure and draw accurately</p> <p>Investigation</p>	<p>Focus area: Place value Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000</p> <p>Focus area: Shape Horizontal and vertical</p> <p>No Investigation (trip)</p>	<p>Focus area: Place value Order numbers to 1,000 Count in 50s End of unit assessment</p> <p>Focus area: Shape Parallel and perpendicular</p> <p>Investigation</p>	<p>Focus area: Addition and Subtraction Apply number bonds within 10. Add and subtract 1s Add and subtract 10s</p> <p>Focus area: Shape Recognise and describe 2D shapes</p> <p>Investigation Focus area: Addition and Subtraction Add and subtract 100s Spot the pattern Add 1s across 10</p> <p>Focus area: Shape Draw polygons</p>
No Nonsense Number	<p>Block 1 Week 1:</p> <p>Using understanding of the additive composition of small numbers and number bonds</p>	<p>Block 1 Week 2:</p> <p>Additive composition of ten, twenty and 100</p>	<p>Block 1 Week 3:</p> <p>Connecting facts for ten and twenty with facts for 100 and other multiples of ten</p>	<p>Block 1 Week 4:</p> <p>Using understanding of ten and twenty to add to and subtract from two-digit numbers</p>	<p>Block 1 Week 5:</p> <p>Applying understanding of the additive composition of small numbers to add and subtract ones and tens</p>	<p>Block 1 Week 6:</p> <p>Applying understanding of number facts to ten</p>
English	<p>Genre: Fiction Text: The Beasties by Jenny Nimmo and Gwen Millward</p> <p>Learning Outcome: To individually to write their own 'Beastie' story</p> <p>Learning about the text: I can listen to and discuss a range of fiction</p>	<p>Genre: Fiction Text: The Beasties by Jenny Nimmo and Gwen Millward</p> <p>Practice write: I can use accurate punctuation in my writing (revision from year 2)</p> <p>I can form simple, accurate sentences I can recognise and use noun phrases</p>	<p>Genre: Fiction Text: The Beasties by Jenny Nimmo and Gwen Millward</p> <p>Independent writing: I can tell a story orally, developing my own ideas I can use a story map to sequence a new story I can use punctuation to create accurate sentences</p>	<p>Genre: Non Fiction (letter writing) Text: Ask Dr K Fisher About Animals by Claire Llewellyn</p> <p>Learning Outcome: To write a letter to an agony aunt and a reply.</p> <p>Learning about the Text: Reading Learning objectives:</p>	<p>Genre: Non Fiction (letter writing) Text: Ask Dr K Fisher About Animals by Claire Llewellyn</p> <p>Learning about the Text: Practice write Lesson objectives: I can understand and mimic the structure, grammar and punctuation in a text</p>	<p>Genre: Non Fiction (letter writing) Text: Ask Dr K Fisher About Animals by Claire Llewellyn</p> <p>Independent writing: Lesson objectives: I can plan my writing I can use precise and technical vocabulary I can use full stops, questions marks, apostrophes and</p>



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	<p>I can discuss words and phrases that capture the reader's interest and imagination</p> <p>I can build my vocabulary through reading</p> <p>Big write</p>	<p>I can follow a story plan to make a shared story</p> <p>Big write</p>	<p>I can begin to use noun phrases independently</p> <p>I can read and begin to edit my writing</p>	<p>I can discuss and respond to a text</p> <p>I can use a text to develop my vocabulary</p> <p>I can identify a range of punctuation within a text</p> <p>Big write</p>	<p>I can compose and rehearse sentences orally</p> <p>I can write a letter with appropriate features, with support</p> <p>I can use accurate punctuation in my writing (revision from Year 2)</p> <p>Big write</p>	<p>exclamation marks accurately</p> <p>I can write a letter with appropriate features</p> <p>I can read and edit my writing</p>
Spelling	<p>Assessments</p> <p>Spelling – tricky word and spelling pattern assessments</p> <p>Phonics assessments</p>	<p>Step 1</p> <p>Words where the digraph 'ou' makes an ow sound.</p> <p>mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud</p>	<p>Step 2</p> <p>Words where the digraph 'ou' makes a u sound.</p> <p>touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish</p>	<p>Step 3</p> <p>Words where y makes an i sound</p> <p>symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics</p>	<p>Step 4</p> <p>Words ending –sure</p> <p>treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure</p>	<p>Step 5 and 6</p> <p>Words ending in –ture and challenge</p> <p>adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture</p> <p>actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular</p>
Phonics/Grammar	<p>Sentence formation and punctuation</p> <p>Using Complete the code and Have a Go sheets</p>	<p>Word class – nouns and adjectives</p> <p>Using Complete the code and Have a Go sheets</p>	<p>Noun phrases</p> <p>Using Complete the code and Have a Go sheets</p>	<p>Apostrophes for contraction and possession (revise from year 2)</p>	<p>Apostrophes for contraction and possession (revise from year 2)</p>	<p>Proofreading for spelling and punctuation</p>
Science Classification-Rocks	<p>What are rocks?</p>	<p>Are all rocks the same?</p>	<p>How are rocks formed?</p>	<p>Which rocks make up the earth?</p>	<p>What are soils?</p>	<p>How are fossils formed?</p>
PE	<p>Identify where they are by using simple plans and diagrams of familiar environments</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another</p> <p>Respond to a challenge or problem they are set</p> <p>Begin to work and behave safely</p> <p>Work increasingly co-operatively with others</p> <p>Discuss how to follow trails and solve problems</p> <p>Recognise that different tasks make their body work in different ways</p> <p>Comment on how they went about tackling tasks</p>			<p>Keep up an continuous game, using a range of throwing and catching skills and techniques</p> <p>Use a small range of basic racket skills</p> <p>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent</p> <p>Choose and use a range of simple tactics for defending their own court</p> <p>Adapt and refine rules</p> <p>Make up their own net games</p> <p>Understand the point of the game</p> <p>Keep rules effectively and fairly</p>		



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				Recognise how net games make the body work Talk about what they do well and recognise the things they could do better		
PE Outdoor Net wall Tennis	Orienteering- Introduction and teamwork Participate in team games solving problems with others. 2. Communicate effectively with other people. 3. Recognise that activities need thinking through and planning. Teamwork Work cooperatively and successfully as part of a team. 2. Move confidently in different ways. 3. Develop agility, balance, and co- ordination.	Orienteering-Map Skills Participate in competitive games, following instructions of the game. 2. Communicate effectively with other people. 3. Discus with others plans to achieve success. Indoor Mapping To make a map with symbols and legend. 2. To recognise where they are on a map.	Orienteering- Picture Orienteering Follows rules of orienteering events. 2. Takes part in a picture orienteering event with success. 3. Meets challenges effectively working as part of a team. Single Control Event Complete a single control orienteering event. 2. Use features on the map to select and plan a route to a control. 3. Use 'thumbing and folding' techniques to navigate to and from control points. 4. Evaluate your performance and recognise what went well and what could be improved.	Tennis – Introduction Perform the basic skills needed for the games with control and accuracy. 2. Take up space/positions that make it difficult for opponents. Ball and Racket Familiarisation Apply and develop a broader range of skills. 2. Develop control.	Tennis- Receiving Skills Intercept and stop the ball consistently. 2. Understand the link between heart rate and breathing when exercising Cooperative Skills Keep the rally going using a range of shots. 2. Recognise what they do well and what they find difficult.	Tennis- Simple Games Compete with others. 2. Keep and follow the rules of games. Final Lesson Perform the basic skills needed for the game with control and accuracy. 2. Take up space/positions that make it difficult for opponents.
Computing Computing systems and networks – Connecting computers What is a digital device?	To explain how digital devices function	To identify input and output devices	To recognise how digital devices can change the way we work	To explain how a computer network can be used to share information	To explore how digital devices can be connected	To recognize the physical components of a network
Internet Safety	Unit 01: Think before you share – Activity 3, Be Internet Legend Curriculum					



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<p>Geography</p> <p>The United kingdom</p> <p>Dartmoor focus</p>	<p>What are the countries of the UK and the regions of England?</p> <p>What are the settlements of the UK and the counties England?</p>	<p>What are the human features of the UK?</p> <p>What are the physical features of the UK?</p>	<p>How can I use compasses, keys and symbols to read a map?</p> <p>How can I use 4-figured grid references to read a map?</p>	<p>What are the key topographical features found in the UK?</p> <p>How have land use patterns changed over time in the UK?</p>	<p>What are my regions key human and physical features?</p>	<p>Can I create a sketch map of my local area?</p>
<p>Significant person in history</p>					<p>Malorie Blackman</p>	
<p>Art</p> <p>Sculpture</p> <p>How can where you live impact you as an artist?</p>	<p>How have Mexican artists been influenced by where they live?</p>	<p>How can Mexico inspire us?</p>	<p>How can I develop my mastery of clay sculpture?</p>	<p>How can I best use colour to enhance my sculpture?</p>	<p>How have other artists been influenced by where they live?</p>	
<p>Music</p>	<p>Let Your Spirit Fly by Joanna Mangona</p> <p>Listen and appraise</p>	<p>Let Your Spirit Fly</p> <p>Listen and appraise</p> <p>Learn the song</p>	<p>Colonel Bogey March by Kenneth Alford</p> <p>Let Your Spirit Fly</p> <p>Listen and appraise</p> <p>Learn the song</p> <p>Add percussion</p>	<p>Consider Yourself from the musical 'Oliver!'</p> <p>Let Your Spirit Fly</p> <p>Listen and Appraise</p> <p>Learn to sing the song</p> <p>Add percussion</p> <p>Improvise</p> <p>Compose</p>	<p>Ain't No Mountain High Enough by Marvin Gaye</p> <p>Listen and Appraise</p> <p>Learn to sing the song</p> <p>Add percussion</p> <p>Improvise</p> <p>Compose</p> <p>Perform</p>	<p>You're the First, the Last, My Everything by Barry White</p> <p>Listen and Appraise</p> <p>Warm up</p> <p>Add percussion</p> <p>Improvise</p> <p>Compose</p> <p>Perform</p>
<p>French</p> <p>Why would I visit France?</p>	<p>J'apprends le Francais</p> <p>Introduction to the Francophone world and French as a subject on their curriculum.</p>	<p>J'apprends le Francais</p> <p>How to use key greetings, as well as ask and answer the question 'how are you?' in the foreign language.</p>	<p>J'apprends le Francais</p> <p>Consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?'</p>	<p>J'apprends le Francais</p> <p>How to recognise, recall and spell numbers 1-10 in the foreign language.</p>	<p>J'apprends le Francais</p> <p>How to recognise, recall and spell 10 different colours in the foreign language.</p>	<p>J'apprends le Francais</p> <p>Revise and consolidate all language covered in the unit</p>
<p>Educational visits/visitors</p>			<p>Dartmoor</p>			