



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

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.9 How do festivals and worship show what matters to Muslims?	How do festivals and worship show what matters to Muslims? How do festivals and family life show what matters to a Muslim?	How do festivals and worship show what matters to Muslims? What does the opening chapter of the Qur'an teach Muslims about God?	How do festivals and worship show what matters to Muslims? Why does prayer matter to Muslims?	How do festivals and worship show what matters to Muslims? Why is the mosque a special place for Muslims?	How do festivals and worship show what matters to Muslims? Why do Muslims celebrate at the end of Ramadan?	How do festivals and worship show what matters to Muslims? How do festivals and worship show what matters to a Muslim?
PSHE Keeping Safe What are dangers, risks and hazards to me?	How can I keep myself safe? Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.	How can I keep myself safe? Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.	How can I keep myself safe? Identify risk factors in given situations; Suggest ways of reducing or managing those risks.	How can I keep myself safe? Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.	How can I keep myself safe? Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.	How can I keep myself safe? Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Maths	Addition and subtraction Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit	Addition and subtraction Complements to 100 Estimate answers Multiplication and	Addition and subtraction Inverse operations Make decisions End of unit assessment	Multiplication and Division B Multiples of 10 Related calculations Reasoning about	Multiplication and Division B Multiply a 2-digit number by a 1-digit number – with	Multiplication and Division B Divide a 2-digit number by a 1-digit number – with remainders



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	<p>number</p> <p>Multiplication and Division A</p> <p>The four times table</p> <p>Multiply by 8</p> <p>Investigation</p>	<p>Division A</p> <p>Divide by 8</p> <p>The 8 times table</p> <p>Investigation</p>	<p>Multiplication and Division A</p> <p>The 2, 4 and 8 times tables</p> <p>End of unit assessment</p>	<p>multiplication</p> <p>Multiply a 2-digit number by a 1-digit number – no exchange</p> <p>Investigation</p>	<p>exchange</p> <p>Link multiplication and division</p> <p>Divide a 2-digit number by a 1-digit number – no exchange</p> <p>Divide a 2-digit number by a 1-digit number – flexible partitioning</p> <p>Investigation</p>	<p>Scaling</p> <p>How many ways?</p> <p>End of unit assessment</p> <p>Investigation</p>
No Nonsense number facts	Block 3 Week 1 Adding and subtracting one, ten and 100 with three-digit numbers	Block 3 Week 2 Using understanding of place value with three-digit numbers to add and subtract	Block 3 Week 3 Using understanding of place value with three-digit numbers to add and subtract	Block 3 Week 4 Using understanding of place value with three-digit numbers to add and subtract	Block 3 Week 5 Using understanding of place value with three-digit numbers to add and subtract	Block 3 Week 6 Using understanding of place value with three-digit numbers to add and subtract
English	<p>Genre: Fiction</p> <p>Text: Leon and the Place Between by Angela McAllister and Grahame Baker-Smith</p> <p>Learning Outcome: To create a different world beyond the portal</p> <p>Learning about the text:</p> <p>I can identify noun phrases in the text</p> <p>I can listen to and discuss a range of fiction</p> <p>I can discuss and respond to a text</p> <p>I can discuss words and phrases that capture the reader's interest and imagination</p>	<p>Genre: Fiction</p> <p>Text: Leon and the Place Between by Angela McAllister and Grahame Baker-Smith</p> <p>Practice write:</p> <p>I can create and use prepositional phrases</p> <p>With modelling from my teacher, I can:</p> <ul style="list-style-type: none"> - Plan the structure of the new text - Draw the place, keeping in mind the theme of the place we have chosen - Begin to plan a description - Grow my ideas, including words, phrases and grammar to use 	<p>Genre: Fiction</p> <p>Text: Leon and the Place Between by Angela McAllister and Grahame Baker-Smith</p> <p>Independent write:</p> <p>I can invent, plan and draw my own imaginary place</p> <p>I can rehearse descriptions and sentences orally, improving them with support</p> <p>I can write using use noun phrases and prepositional phrases</p> <p>I can proofread for spelling and punctuation</p> <p>I can edit and improve my work</p>	<p>Genre: Non fiction</p> <p>Text: Dare to care : Pet Dragon by</p> <p>Learning Outcome: To write own page(s) of advice on looking after a creature or object</p> <p>Learning about the text:</p> <p>I can read books that are structured in different ways and read for a range of purpose</p> <p>I can predict the contents of a text</p> <p>I can ask questions to improve my understanding of a text</p> <p>I can identify how language, structure and</p>	<p>Genre: Non fiction</p> <p>Text: Dare to care : Pet Dragon by</p> <p>Practice write:</p> <p>I can grow ideas</p> <p>I can vary sentence layout, construction and length to create different styles of information sentences</p> <p>I can develop a plan for the structure of a text</p> <p>I can organise writing into paragraphs</p> <p>I can use subordination to write multi-clause sentences</p>	<p>Genre: Non fiction</p> <p>Text: Dare to care : Pet Dragon by</p> <p>Independent write:</p> <p>I can plan an outline of my own text/pages</p> <p>I can create headings/sub headings and use these to organise my writing</p> <p>I can use subordination to write multi-clause sentences</p> <p>I can use layout to help with meaning</p> <p>I can edit and improve my work, focusing on sentence punctuation and subordination</p>



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	I can build my vocabulary through reading, organizing into word class Big Write	- Improve my writing I can write my own description of the shared world Big write		presentation contribute to meaning I can build my vocabulary through reading		
Spelling Spelling Shed Stage 3	Step 13 Words with the digraph 'ai' and the tetragraph 'aigh' straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	Step 14 Words with the digraph 'ei' and tetragraph 'eigh' freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	Step 15 Words where the digraph 'ey' makes an /ai/ sound obey, osprey, prey, disobey, they, convey, survey, surveyor, conveyor, grey	Step 16 Words with the suffix '-ly' calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	Step 17 Words that are homophones great, main, grown, missed, meet, grate, mane, groan, mist, meat	Step 18 Challenge words build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight
Grammar	Prepositions to express time, place and cause	Using prepositional phrases	Use noun phrases Editing to improve work	Headings and sub-headings to aid presentation	Subordination: expressing time, place and cause with conjunctions	Using subordination Editing to improve work
Science Forces & Magnets How do magnets work?	What is a force?	Do objects move the same on different surfaces?	How do magnetic forces work?	Which materials are magnetic?	Do magnets attract each other?	Are all magnets the same strength?
PE	Improvise freely, translating ideas from a stimulus into movement Create dance phrases that communicate ideas Share and create dance phrases with a partner and in small groups- repeat remember and perform these phrases in a dance Use dynamic, rhythmic and expressive qualities clearly and with control Understand the importance of warming up and cooling down Recognise and talk about the movements used and the expressive qualities of dance Suggest improvements to own and other's dances					
PE Dance	Introduction to Street Dance Explore and move in a group using different movement concepts – unison and canon. 2. Understand the link	Fluency of Movement Show control, accuracy and fluency of movement when performing actions on their own. 2. Perform more	Choreography and cooperation Use different compositional ideas to create motifs incorporating unison, canon, action and	Partner Work Combine actions and maintain the quality of performance when performing at the same time as a partner. 2. Show control,	Creative Tutting Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway.	Performance Communicate what they want through their dances and perform with fluency and control, showing sensitivity to



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Year 3 - Chestnut Class

Spring 1

	between heart rate and breathing when exercising.	complex dance phrases and dances that communicate character and narrative.	reaction, question and answer. 2. Work well as part of a team.	accuracy and fluency of movement when performing actions with a partner.	2. Collaborate with others. 3. Describe and evaluate the effectiveness and quality of a performance.	accompaniment and to others. 2. Describe, interpret and evaluate their own dance, taking account of character and narrative.
Computing Creating Media – Desktop publishing	To recognise how text and images convey information	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes	Why desktop publishing? To consider the benefits of desktop publishing
Internet Safety	Unit 03:Protect Your Stuff – Activity 3, Be Internet Legend Curriculum					
History: How did daily life change in Britain from the Stone Age to the Iron Age?	What changed from the Paleolithic to the Mesolithic?	What did people eat in the Paleolithic and Mesolithic?	How did the search for food change the Neolithic?	What tools were used in the Neolithic?	Who were the beaker people?	How did tools change after the Neolithic?
DT - Construction - Magnetic Mysteries - How can we use magnets to create a mysterious moving model?						
Music Charanga How do we play Reggae music?	Three Little Birds by Bob Marley Listen and appraise	Jamming by Bob Marley Three Little Birds Listen and appraise Learn the song	Jamming by Bob Marley Three Little Birds Listen and appraise Learn the song Add percussion	54 - 46 Was My Number by Toots and The Maytals Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Ram Goat Liver by Pluto Shervington Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	Our Day Will Come by Amy Winehouse Listen and Appraise Warm up Add percussion Improvise Compose Perform



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MFL How do you name shapes in French?	Les formes Learn how to recognise, recall and spell five different shapes with their indefinite article/determiner in the foreign language.	Les formes Learn how to recognise, recall and spell a further five different shapes with their indefinite article/determiner in the foreign language.	Les formes Consolidate all ten shapes in the foreign language with a particular focus on the article/determiner.	Les formes Further consolidate all ten shapes from the unit whilst revising and consolidating numbers 1-5 in the foreign language.	Les formes Consolidate numbers and shapes in the foreign language.	Les Formes Revise and consolidate all language covered in the unit and complete the end of unit assessment.
Educational visits/visitors				Kent's cavern trip		