



CLASS HALF TERM OVERVIEW OF PLANNING

Year 3 - Chestnut Class

Spring 2

| | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
|---|---|--|---|---|--|---|
| RE L2.10 How do festivals and family life show what matters to Jews? | What do many Jewish people do to mark Shabbat? What does Shabbat look like in the UK today? | What do different Jewish people celebrate at Rosh Hashanah? | What happens at Yom Kippur? | What is the story of Passover? | Why do many Jews celebrate Passover every year? | Easter celebrations |
| PSHE Rights & Respect How can I show respect? | Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.. | Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. | Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language | Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. | Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) | |
| Maths | Length and Perimeter Measure in metres and centimetres Measure in millimetres Investigation Fractions Understand the denominators of unit fractions Compare and order unit fractions | Length and Perimeter Measure in centimetres and millimetres Metres, centimetres and millimetres Investigation Fractions Understand the numerators of non-unit fractions Understand the whole | Length and Perimeter Equivalent lengths (metres and centimetres) Equivalent lengths (centimetres and millimetres) Compare lengths Fractions Compare and order non-unit fractions Fractions and scales | Length and Perimeter Add lengths Subtract lengths Investigation Fractions Fractions on a number line Count in fractions on a number line | Length and Perimeter What is perimeter? Measure perimeter Investigation Fractions Equivalent fractions on a number line Equivalent fractions as bar models | Length and Perimeter Calculate perimeter End of unit assessment Investigation Fractions End of unit assessment |
| No Nonsense number facts | Block 4 Week 1 Connecting multiplication of two to multiplying four, eight, | Block 4 Week 2 Connecting multiplication of two to multiplying four, | Block 4 Week 3 Connecting counting in twos to counting in fours, eights and | Block 4 Week 4 Connecting counting in twos to counting in fours, eights and | Block 4 Week 5 Connecting multiplying and dividing by two to multiplying and dividing | Block 4 Week 6 Applying understanding of the connection between twos, fours |



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| | twenty and 200 | eight and twenty and connecting fours to eights | twenties and counting in fours to counting in eights | twenties and counting in fours to counting in eights | by twenty and 200 | and eights and understanding of place value to multiply and divide |
|----------------|---|--|--|--|---|--|
| English | <p>Genre: Fiction Text: Grendel: A Cautionary Tale About Chocolate by David Lucas</p> <p>Learning Outcome: To write a wishing-type story with dialogue to show character.</p> <p>Learning about the text: Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying how language, structure and presentation contribute to meaning. • Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to others. | <p>Genre: Fiction Text: Grendel: A Cautionary Tale About Chocolate by David Lucas</p> <p>Grammar</p> <ul style="list-style-type: none"> • Develop understanding of the concepts set out in Appendix 2 by: • using Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was or I did instead of I done). • Begin to use speech punctuation <p>Practice writing</p> <ul style="list-style-type: none"> • Plan writing by: discussing similar writing to that they are planning to write, in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas. | <p>Genre: Fiction Text: Grendel: A Cautionary Tale About Chocolate by David Lucas</p> <p>Independent writing</p> <ul style="list-style-type: none"> • Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures creating settings, characters and plot in narratives. • Begin to use speech punctuation • Evaluate and edit by proofreading for spelling and punctuation errors. | <p>Genre: Poetry Text: The River</p> <p>Learning Outcome: To write about a journey through different landscapes.</p> <p>Grammar</p> <ul style="list-style-type: none"> *Develop their understanding of the concepts set out in Appendix 2 by: *Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although | <p>Genre: Poetry Text: The River</p> <p>Writing (composition)</p> <ul style="list-style-type: none"> *Plan their writing by: · discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas *Draft and write by: · composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | <p>Evaluate and edit by: ·</p> <ul style="list-style-type: none"> * Assessing the effectiveness of their own writing and suggesting improvements · * Proposing changes to grammar and vocabulary to improve consistency *Proof-read for spelling and punctuation errors *Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. |



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| | • identify speech punctuation | | | | | |
| Spelling Spring 2 | Step 19 Words ending in -al Arrival, comical, national, personal, survival, burial, emotional, magical, optional, tropical | Step 20 Words ending in le Battle, article, struggle, possible, capable, settle, humble, terrible, example, adjustable | Step 21 Words ending in '-ly' where the base word ends in '-le' Gently, humbly, durably, incredibly, possibly, simply, nobly, terribly, responsibly, wrinkly | Step 22 Words ending in '-ly' when the base word ends in '-ic' Basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically | Step 23 Words ending in '-ly'; exceptions Truly, drily, slyly, fully, coyly, duly, daily, shyly, wholly, happily | Step 24 Challenge words Address, arrive, certain, experience, history, mention, occasionally, probably, reign, sentence |
| Grammar | Begin to punctuate speech | Using dialogue including speech punctuation | Evaluate and edit by proofreading for spelling and punctuation errors | Using conjunctions, adverbs and prepositions to express time, place and cause | Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition | Proposing changes to grammar and vocabulary to improve consistency |
| Science No science this half term | | | | | | |
| PE | Throw and catch with control to keep possession and score goals Be aware of space and use it to support team-mates and cause problems for the opposition Know and use rules fairly to keep games going Keep possession with some success when using equipment that is not used for throwing and catching skills Explain why it is important to warm up and cool down Say when a player has moved to help others Apply this knowledge to their own games | | | | | |
| PE Invasion Games How can I keep the ball? Football x3 Netball x3 | Football- Introduction Move to support teammates when not in possession of the ball. 2. Employ simple tactics in game situations. Ball Control Develop control. 2. Perform the basic skills needed for the games with control and accuracy. | Football- Dribbling Move with a ball keeping it under close control. 2. Identify what they need to practice to improve their performance. Passing Pass/Send a ball with increasing accuracy. | Football- Shooting Shoot and score with increase success. 2. Recognise and explain good performances Final Lesson Employ simple tactics in game situations. 2. Find and use space in game situations. | Netball- Introduction Pass and receive the ball with control. 2. Take up space/positions that make it difficult for opponents. 3. Recognise players who play well in games and give reasons why. Passing-Ball Control | Netball- Passing-Catching Receive the ball with control. 2. Begin to understand why they get hotter when playing games. Passing-Throwing Pass the ball with control. | Netball- Simple Games Move to support teammates once they have passed the ball. 2. Select passes that keep possession. 3. Identify what they do best and what they find most difficult. Final Lesson Use a range of skills to |



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| | 3. Describe how their bodies feel when exercising. | 2. Pass/Send a ball at different speeds – fast and slow. | | Keep the ball under control. 2. Recognise and describe what happens to their breathing and heart rate when playing games. | 2. Use a range of skills to keep possession of the ball. | keep possession of the ball. 2. Choose a space/positions where they can receive a pass or support a teammate. 3. Explain how to keep possession and describe how they and others have achieved it. |
| Computing Data and information – Branching databases What is a database? | Data and information – Branching databases (DL and IT) To create questions with yes/no answers | Data and information – Branching databases To identify the attributes needed to collect data about an object | Data and information – Branching databases To create a branching database | Data and information – Branching databases To explain why it is helpful for a database to be well structured | Data and information – Branching databases To plan the structure of a branching database | Data and information – Branching databases To independently create an identification tool |
| Internet Safety | Unit 04: Respect Each Other – Activity 3 Be Internet Legend Curriculum | | | | | |
| History How did daily life change in Britain from the Stone Age to the Iron Age? | How did the Bronze age move into the Iron age? | What are round houses? | What is a hill fort? | What was life like in different regions of England during the Stone age? | | |
| Geography Countries & Settlements – Local travel, urban and rural- What facilities are in my local area and how do people travel there? | | | Land Use, Economic Activity and Travel What are the types of land use? | What are the important features of a settlement and why do settlers choose specific places? | How can I record the facilities that are available in my local area? | How can I present and analyse information about local facilities? |
| Art Monochromatic- How do artist draw faces? | How can we draw texture? | How can artists draw eyes? | How can artists draw noses? | How can artists draw mouths? | How can I evaluate my artwork while learning from others? | |
| Music: Charanga | The Dragon Song Listen and appraise | Birdsong - Chinese Folk Music | Vaishnava Java - A Hindu Song | A Turkish Traditional Tune | Aitutaki Drum Dance from Polynesia | Zebaidir Song from Sudan |



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| Dragon Song Instrument Djembe drums | | Listen and appraise Learn the song | Listen and appraise Learn the song Add percussion | Listen and Appraise Learn to sing the song Add percussion Improvise Compose | Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform | Listen and Appraise Warm up Add percussion Improvise Compose Perform |
| MFL Can I describe Ancient Britain... in French? | Learn the 6 key periods of Ancient Britain in French. | Learn how to use the high frequency verb 'je suis' (I am) in French. | Learn how to use the high frequency verb 'j'ai' (I have) in French. | Learn how to use the high frequency verb 'j'habite' (I live) in French. | Use all my new knowledge to prepare a short spoken and/or written presentation in French. | Revise and consolidate all language covered in the unit |
| Educational visits/visitors | | | Stone Age Experience Day | | Jewish Visitor | |