



CLASS HALF TERM OVERVIEW OF PLANNING

Year 3 - Chestnut Class

Summer 1

	Week 1: Adding and subtracting two, twenty and 200	Week 2: Adding and subtracting ones, tens and hundreds	Week 3: Adding and subtracting ones, tens and hundreds	Week 4: Adding and subtracting ones, tens and hundreds	Week 5: Applying understanding to add and subtract pairs of three-digit numbers	Week 6:
English	<p>Genre: Poetry Text: A First Book of Poetry</p> <p>Learning about the text: develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> · listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks · reading books that are structured in different ways and reading for a range of purposes · preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action · discussing words and phrases that capture the reader's interest and imagination · recognising some different forms of poetry (e.g. free verse, narrative poetry) understand what they read, in books they can read independently, by: · identifying how language, structure and presentation contribute to meaning 	<p>Genre: Poetry Text: A First Book of Poetry</p> <p>Writing (Composition) Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> · discussing writing similar 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 (English Appendix 2) · in non-narrative material, using simple organisational devices (e.g. headings and subheadings) evaluate and edit by: · assessing the effectiveness of their own and others' writing and suggesting improvements proofread for spelling and punctuation errors read aloud their own writing, to a group or 	<p>Genre: Non fiction (information text) Text: A Question of History – What happened to Pharaoh's brain?</p> <p>Learning about the text: I can discuss a range of non-fiction and reference books or textbooks I can identify how books are structured in different ways I can ask questions to better understand a text I can identify the main ideas drawn from more than one paragraph and summarising these I can retrieve and record information from non-fiction I can form correctly punctuation questions</p> <p>Big Write</p>	<p>Genre: Non fiction (information text) Text: A Question of History – What happened to Pharaoh's brain?</p> <p>Grammar and vocabulary I can link information using conjunctions, adverbs and adverbials I can identify and use precise vocabulary I can create questions as sub titles</p> <p>I can grow ideas</p> <p>Big write</p>	<p>Genre: Non fiction (information text) Text: A Question of History – What happened to Pharaoh's brain?</p> <p>Practice writing I can 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 I can discuss and record ideas. I can write by rehearsing sentences orally I can organize paragraphs around a theme using simple organizational devices</p> <p>Big write</p>	<p>Genre: Non fiction (information text) Text: A Question of History – What happened to Pharaoh's brain?</p> <p>Independent writing I can use a plan to organize my writing I can create questions as sub-headings and use this to organize my writing I can use subordination to write multi-clause sentences I can link information using adverbs and adverbials I can edit and improve my work</p>



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		whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear				
Spelling	Step 25 Words ending with the suffix '-er' teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	Step 26 Words where the digraph ch makes a k scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	Step 27: Words ending in '-gue' and '-que' vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	Step 28: Words where the digraph 'sc' makes a /s/ sound science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	Step 29: Words that are homophones ball, bawl, break, brake, male, mail, fair, fare, berry, bury	Step 30: Challenge Words accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter
Grammar	Past tense (including perfect)	Prepositions	Forming different questions	A wider range of conjunctions	Proofreading for punctuation	Edit and improve (focus on linking information with conjunctions and adverbs)
Science Light – How does light travel work?	What is a light source? I can recognise that there needs to be light in order to see things and that darkness is the absence of light.	What is reflected light? I can notice that light is reflected from surfaces.	Is the Sun dangerous? I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun.	What is a shadow? I can recognise that shadows are formed when light from a light source is blocked by an opaque object. I know that shadows take on the shape of the opaque object. I can predict where a shadow will form in relation to an opaque object and a light source.	Does moving the light source above the object make the object's shadow longer? I can find patterns in the way that the length of shadows change.	How do mirrors work I know that light is reflected from surfaces (mirrors)
PE	Run at fast medium slow speeds Change speed and direction Link running and jumping with some fluency, control and consistency Make up and repeat a short sequence of linked jumps Take part in relay activities, remembering when to run and what to do Throw a variety of objects changing their action for accuracy and distance Recognise when heart rate temperature and breathing rate has changed					
PE Athletics	Introduction	Co-ordination and movement	Running	Jumping	Throwing	Final Lesson



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PE planning	1. Show control, coordination and consistency when running. 2. Show control, coordination and consistency when throwing. 3. Show control, coordination and consistency when jumping.	1. Apply and develop a broader range of skills. 2. Use skills in different ways. 3. Describe how their bodies feel when exercising.	1. Show control, coordination and consistency when running. 2. Understand the link between heart rate and breathing when exercising.	1. Develop jumping technique. 2. Show control, coordination and consistency when jumping.	1. Develop technique. 2. Show control, coordinated and consistency when throwing. 3. Recognise what they do well and what they find difficult.	Show control, coordination and consistent when running. 2. Show control, coordination and consistent when throwing. 3. Show control, coordination and consistent when jumping.
Computing Programming A – Sequence in music What is an algorithm?	To explore a new programming environment	To identify that commands have an outcome	To explain that a program has a start	To recognise that a sequence of commands can have an order	To change the appearance of my project	To create a project from a task description
Internet Safety	Unit 05: When In Doubt, Discuss – Activity 3, Be Internet Legend Curriculum					
History: Ancient Egyptians- What were the greatest achievements of Ancient Egypt? (2024-25)	What is the chronology of Ancient Egypt?	What was life like in early Egypt?	Did the Ancient Egyptians write anything down?	Who were the Egyptian gods?	What did the Ancient Egyptians believe about the afterlife?	How were the pyramids built?
DT - Food - Roots and shoots: unearth the flavours - What summer dishes can we make with root vegetables?						
Music: Charanga Bringing us together How can we turn our classroom into a disco?	Bringing Us Together Listen and appraise	Good Times by Nile Rodgers Listen and appraise Learn the song	Ain't Nobody by Chaka Khan Listen and appraise Learn the song Add percussion	We Are Family by Sister Sledge Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Ain't No Stopping Us Now by McFadden and Whitehead Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	Car Wash by Rose Royce Listen and Appraise Warm up Add percussion Improvise Compose Perform



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MFL French Animals Can you guess my animal...In French?	Recognise, recall and spell five different animals with their indefinite article/determiner	Recognise, recall and spell a further five different animals with their indefinite article/determiner	Consolidate the pronunciation and spelling of all ten animals in the foreign language.	Further consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner.	The high-frequency irregular verb 'to be' in the first person singular, forming a short sentence with the animal nouns	Revise and consolidate all language covered in the unit
Educational visits/visitors			Ancient Egypt Experience Day			