



CLASS HALF TERM OVERVIEW OF PLANNING

Year 3 - Chestnut Class

Summer 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.12 How and why do people make the world a better place?	How and why do people try to make the world a better place? What's wrong with the world?	How can the 'Golden Rule' help people to work out how to make the world a better place?	Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?	Who is inspired by Jesus' example of sacrifice?	How do Muslims try to make the world a better place?	How do non-religious people try to make the world a better place?
PSHE Valuing Difference Why is different special?	VALUING DIFFERENCES Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	VALUING DIFFERENCES Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	VALUING DIFFERENCES Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.	VALUING DIFFERENCES Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	VALUING DIFFERENCES Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).	VALUING DIFFERENCES Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.
Maths	Fractions B Investigation Step 1: Add fractions Step 2: Subtract fractions Time Hours and minutes - use durations Minutes and seconds	Fractions B Investigation Step 3: Partition the whole Step 4: Unit fractions of a set of objects Time Units of time Solve problems with time	Fractions B Investigation Step 5: Non unit fractions of a set of objects Step 6: Reasoning with fractions of an amount. Time End of unit assessment	Fractions B Investigation Revision/misconceptions End of unit Money Pounds and pence Convert pounds and pence	Statistics Investigation Step 1: Interpret pictograms Step 2: Draw pictograms Money Add money Subtract money	Statistics Investigation Step 3: Interpret bar charts Step 4: Draw bar charts Money Find change End of unit assessment
No Nonsense number	Multiplicative understanding including using understanding of place value: twos, threes, fours, fives, eights and tens	Multiplicative understanding including using understanding of place value: twos, threes, fours, fives, eights and tens	Multiplicative understanding including using understanding of place value: twos, threes, fours, fives, eights and tens	Multiplicative understanding including using understanding of place value: twos, threes, fours, fives, eights and tens	Multiplicative understanding including using understanding of place value: twos, threes, fours, fives, eights and tens	Multiplicative understanding including using understanding of place value: twos, threes, fours, fives, eights and tens Week 6: Applying



CLASS HALF TERM OVERVIEW OF PLANNING

Year 3 - Chestnut Class

Summer 2

	Week 1: Connecting counting in threes, fours, fives and eights to counting in steps ten times and 100 times the size	Week 2: Connecting multiplying three to dividing by three, multiplying thirty and dividing by thirty	Week 3: Connecting multiples of three to multiplying and dividing by three, thirty and 300	Week 4: Connecting multiplying and dividing by three and five to multiplying and dividing by thirty and fifty	Week 5: Applying understanding of multiplying by and dividing by three to multiplying by and dividing by thirty	understanding of multiplying by two, three, four, five, eight and ten and understanding of place value to multiply and divide
English	<p>Genre: Non fiction (instructions) Text: Grow your own lettuce by Helen Lanz</p> <p>Learning Outcome: To write a set of instructions with a detailed introduction</p> <p>Learning about the text: I can discuss the sequence of events in books and how items of information are related I can read books that are structured in different ways and read for a range of purposes I can identify types of sentence (revision) I can orally rehearse a set of instructions I can identify precise verbs and adverbs within a text I can identify and evaluate word and phrase choices from a text</p> <p>Big write</p>	<p>Genre: Non fiction (instructions) Text: Grow your own lettuce by Helen Lanz</p> <p>Learning about the text: I can identify challenging vocabulary and clarify meaning</p> <p>Practice write: I can plan my writing, organising using simple devices (e.g. headings and subheadings) I can use precise verbs, pairing them with varied adverbs I can use a wide range of vocabulary</p> <p>Big write</p>	<p>Genre: Non fiction (instructions) Text: Grow your own lettuce by Helen Lanz</p> <p>Independent write: I can draft and write by using simple organisational devices (e.g. headings and subheadings) I can use precise verbs and adverbs in my writing I can use a wide range of vocabulary so the reader has a clear understanding I can evaluate and edit by assessing the effectiveness of my writing and suggesting improvements I can proofread for spelling and punctuation errors</p>	<p>Genre: Fiction Text: Flotsam by David Wiesner</p> <p>Learning outcome: To write part of the story of Flotsam including a detailed description of one of the settings</p> <p>Learning about the text: I can make predictions about a text I can ask questions about a text I can discuss a wide variety of fiction texts, identifying and comparing features I can identify prepositional phrases and adverbials I can infer a character's feelings, thoughts and motives I can grow ideas based on the text</p> <p>Big write</p>	<p>Genre: Fiction Text: Flotsam by David Wiesner</p> <p>Practice write: I can use prepositional phrases in complete sentences I can create expanded noun phrases using pre-modification Through modelled work, I can plan a text Through modelled work, I can write sections of text that link to pictures I can use paragraphing to signal changes to time and place I can use prepositional phrases and adverbials to link events</p>	<p>Genre: Fiction Text: Flotsam by David Wiesner</p> <p>Independent Writing: I can use a plan to write sections of a text independently I can compose and rehearsing sentences orally, then write them accurately I can use prepositional phrases and adverbials to link events I can edit and improve my writing I can proofread for spelling and grammar</p>



CLASS HALF TERM OVERVIEW OF PLANNING

Year 3 - Chestnut Class

Summer 2

Spelling	Step 31: Words ending in '-sion' vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision	Step 32 Challenge Words special, strange, difficult, important, length, perhaps, position, pressure, question, purpose	Step 33 Revision words exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise	Step 34 Revision words freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically	Step 35 Revision words teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable	Step 36 Revision words disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion
Grammar	Verbs and adverbs Types of sentence	Adverbs and adverbial phrases	Proofreading for punctuation and grammar	Prepositions / prepositional phrases	Pre-modification of noun phrases	Proof reading for punctuation and grammar Using prepositional phrases and adverbials to link events
Science Exploring the world of plants How does each plant fulfil its function?	What do plants need?	Do the different parts of the plant have a function?	What are roots?	How do plants transport water?	How do plants reproduce?	How are seeds dispersed?
PE	<p>Use a range of skills – throwing, striking, intercepting and stopping a ball, with some control and accuracy</p> <p>Choose and vary skills and tactics to suit the situation in a game</p> <p>Carry out tactics successfully</p> <p>Set up small games</p> <p>Know rules and use them fairly to keep games going</p> <p>Explain what they need to do to get ready to play games</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies</p> <p>Describe what they and others do that is successful</p> <p>Suggest what needs practising</p>					
PE Striking and Fielding Cricket x3 Dartmoor 3 Ball x3	Cricket Introduction 1. Perform the basic skills needed for the games with control and accuracy. 2. Identify what they need to practice to improve their performance.	Cricket Throwing and catching 1. Throw a ball increasing distances. 2. Catch a ball with increasing consistency. 3. Understand the link between heart rate and breathing when exercising.	Cricket Simple Games Employ simple tactics in game situations. 2. Work well as part of a fielding team to make it harder for the batter. Final Lesson	Dartmoor 3ball To keep, adapt and make rules for striking and fielding games Focus on throwing skills	Dartmoor 3ball To recognise how specific activities affect their bodies to begin to understand the importance of warming up Focus on striking skills	Dartmoor 3ball To recognise good performance and identify the parts of a performance that need improving Adapting the game to ensure inclusion and make it more challenging.



CLASS HALF TERM OVERVIEW OF PLANNING

Year 3 - Chestnut Class

Summer 2

	<p>Fielding – ball skills</p> <ol style="list-style-type: none"> 1. Intercept and stop the ball consistently. 2. Perform the basic skills needed for the games with control and accuracy. 3. Devise suitable warm-up activities for the upcoming activities. 	<p>Batting – hitting the ball</p> <ol style="list-style-type: none"> 1. Hit a ball with increasing control from a tee. 2. Hit a ball with the correct technique. 	<p>Employ simple tactics in game situations. 2. Choose fielding skills which make it difficult for opponent.</p>			
<p>Computing Programming B – Events and Actions How can I debug?</p>	<p>To explain how a sprite moves in an existing project</p>	<p>To create a program to move a sprite in four directions</p>	<p>To adapt a program to a new context</p>	<p>To develop my program by adding features</p>	<p>To identify and fix bugs in a program</p>	<p>To design and create a maze-based challenge</p>
<p>Internet Safety</p>	<p>Digital Well-being: Lesson 1 Be Internet Legend Curriculum</p>					
<p>Geography How do we make the school environment more bee friendly?</p>	<p>What can we learn about bees?</p>	<p>What are the key issues affecting bees?</p>	<p>How can our school environment help bees?</p>	<p>How can we plan and carry out effective ways to conserve bees?</p>	<p>How can I record and evaluate the effectiveness of the conservation in my school?</p>	<p>What can we learn about bees?</p>
<p>Art Chromatic- what is illustration? Artist study-Bridget Riley</p>	<p>How are watercolour paints different to acrylic paints? Practical Knowledge:</p> <ul style="list-style-type: none"> • revise primary colours • controlling a paintbrush • knowing the differences between watercolour and acrylic paints • beginning to understand how to use watercolour paints (don't use them from the pan, and lighten them with water) <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • knowing some of the reasons people paint 	<p>What does an illustrator do? Practical Knowledge:</p> <ul style="list-style-type: none"> • using watercolour paints (layering from light to dark) • controlling a paintbrush <p>Theoretical knowledge:</p> <ul style="list-style-type: none"> • pupils will learn about the work of illustrators <p>begin to understand that technology, or the lack of it, can impact art</p> <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • pupils will learn how art can impact society • understanding that art can cause an emotional response 	<p>How can illustrations help people? Practical Knowledge:</p> <ul style="list-style-type: none"> • learning to use watercolour paints (blending colours) <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • learning how art can impact society • learning about the discipline of illustration <p>Theoretical knowledge:</p> <ul style="list-style-type: none"> • pupils will learn how art can impact society • learning about the discipline of illustration 	<p>How can illustrations help people? Practical Knowledge:</p> <ul style="list-style-type: none"> • learning how to use watercolour paints • controlling a paintbrush • using shapes and lines to help us create an observational painting <p>Theoretical knowledge:</p> <ul style="list-style-type: none"> • pupils will learn about the work of illustrators • to understand that making art can require courage and persistence 	<p>How can we talk about illustrations? Practical Knowledge:</p> <ul style="list-style-type: none"> • evaluating our own illustrations • learning to talk about art in a group <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • learning about the work of illustrators 	<p>Artist study-Bridget Riley Art</p>



CLASS HALF TERM OVERVIEW OF PLANNING

Year 3 - Chestnut Class

Summer 2

	<ul style="list-style-type: none"> • revise what abstract art is revise parts of a paintbrush 					
<p>Music: Charanga Reflect, rewind, replay- How can we give a brilliant musical performance? Instrument Ukulele</p>	<p>Reflect - L'Homme Armé by Robert Morton (Early Music) Rewind and Listen Out! Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Reflect - Composers and Composition (Talvin Singh)</p>	<p>Reflect - Les Tricoteuses (The Knitters) from the Baroque era Rewind and Listen Out! Small People by Ziggy Marley Reflect - Composers and Composition (Gwyneth Herbert)</p>	<p>Reflect - The Clock: II Andante by Franz Joseph Haydn (from the Classical era) Rewind and Listen Out! Vaishnava Jana (Traditional) Reflect - Composers and Composition (Gwyneth Herbert)</p>	<p>Reflect - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era) Rewind and Listen Out! Birdsong (Chinese Traditional) Reflect - Composers and Composition (Gwyneth Herbert)</p>	<p>Reflect - Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century) Rewind and Listen Out! We Are Family by Sister Sledge Reflect - Composers and Composition (Gwyneth Herbert)</p>	<p>Reflect - Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz) Rewind and Listen Out! Car Wash by Rose Royce Reflect - Watch a video of our Charanga singers, Kim and Chris</p>
<p>MFL French Ice Creams How can I buy an amazing ice cream...In French?</p>	<p>Five flavours To recognise, recall and spell five ice-cream flavours in the foreign language.</p>	<p>Five more flavours To recognise, recall and spell a further five different ice-cream flavours in the foreign language.</p>	<p>I would like... and... To use the phrase 'I would like' along with the conjunction 'and'</p>	<p>Cone or pot? To listen to modelled language and understand whether a friend would like their ice-cream in a cone or a small pot/tub</p>	<p>How many scoops? To combine all language taught and combine with number vocabulary</p>	<p>An ice cream parlour To consolidate all language covered in the unit</p>
<p>Educational visits/visitors</p>			<p>Visit from Lympstone Gardening Society</p>			