

YEAR THREE- SPRING 2 OVERVIEW

GOSPEL VALUE FOCUS

FORGIVENESS

BRITISH VALUE FOCUS

TOLERANCE

READING

Text: Operation Gadgetman by Malorie Blackman

Focus: Summarising and exploring authorial intent. Exploring a report, a journal entry and a letter for retrieval. Predicting and giving a personal response. Focus on instructions, a news report and a poem for inference

WRITING

Third person narrative (animal stories)

Explore a range of descriptive devices, including metaphors. Understand how to form the third person perspective. Build atmosphere through precise selection of vocabulary. Construct a simple story plot Sustain the past tense

Non-chronological reports

Convey the structure and tone of a non-chronological report. Explore how to use paragraphs to organise information. Use a variety of sentence structures. Select and use precise and formal vocabulary.

MATHS

Consolidate 3, 4 and 8 times tables

Finding fractions of a set

Division as repeated subtraction

HISTORY

Who were the Romans?

What was it like to live in Rome?

When did the Romans invade Britain?

Who resisted the Roman invasion?

How did Britain change under Roma rule?

SCIENCE

What are the parts of a flowering plant?

Do all plants need the same thing to thrive and grow?

How do leaves make food for the plant?

How does water move through a plant?

What do flowers do?

What is pollination?

GEOGRAPHY

What are the regions of England? What are the cities and counties of the UK? What are the physical and human landmarks of England and Scotland? What are the physical and human landmarks of Wales and Northern Ireland? What are the topological patterns of the UK?



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RELIGIOUS EDUCATION

Exploring the sadness and joy of Easter
Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?
Is the cross a symbol of sadness or joy?
How do the services held in churches during Holy Week and Easter reflect the sadness and joy?
Is Good Friday the beginning or the end?
Is Easter Sunday the end or the beginning?

PSHE

How do I know if something is true or accurate online?
How can I evaluate whether a game is suitable to play, or a website is appropriate for my age-group?
How can I to safe, reliable choices from search results and how do I report something if I feel unsafe?
What different jobs do people have?
Do people have the same job all their lives?
What are the common misconceptions and gender stereotypes related to work?
How do I set achievable goals?

PHYSICAL EDUCATION

The aim of this unit of work is to perform as a team to attack and defend
How do I send and receive a ball in a game?
What are the tactics in an invasion game?
What are my strengths and areas for development of the attacking team?

COMPUTING

Understand and use 3D space on a grid.
Design cities/towns for a purpose and to a budget.
Re-create or design familiar 3D models using cubes, such as tables and chairs.
Use chisel tool to improve and adapt models.

Art

Combine form and texture using plaster of paris and materials around me.
Produce relief work, placing objects into gesso.
Make an insect installation using wire to create structure and form.
Focus artist: Louise Bourgeois.

MUSIC

Listen and appraise The Dragon Song by Joanna Mangona and Pete Readman.
Compose accompaniment to the song using the glockenspiels.
Perform the song.

DESIGN & TECHNOLOGY

How can food help my body and mind?
How do I prepare and cook a range of vegetables?
How do I add flavour and texture to foods?

SPANISH

Peudo – I can
Name up to 5 common Spanish verbs/activities.
Spell up to 5 verbs accurately.
Say I am able to do some activities in Spanish by saying peudo.