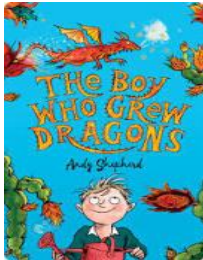
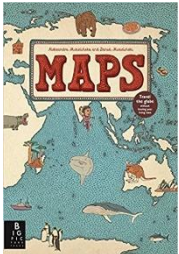

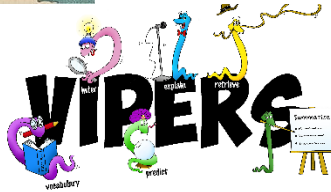
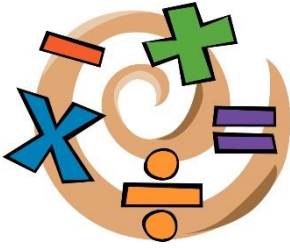
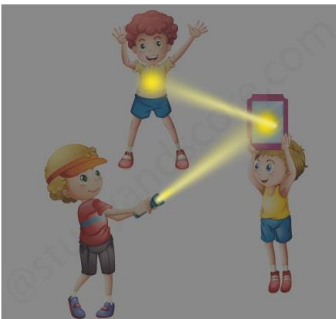



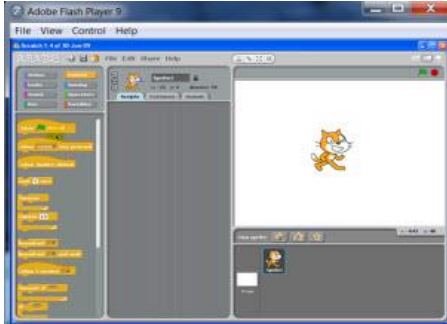


Year 3 Overview Spring 1: Fantastic Pharaohs and Raging Rivers!

| English | | Maths | Science | | | | | | | | |
|--|---|---|--|------------------|-------------------|----------------|-----------------|------------------|--|---|--|
| <p>Prior Learning: Y2 – Newspaper reports. Y3 – Narrative writing – using adjectives and descriptive phrases.</p> <p>Narrative (writing to entertain)</p> <p>Newspaper Report (writing to inform)</p> <p>Persuasive Letter (writing to persuade)</p> | <p>Reading</p> <p>Class Novel: The Boy Who Grew Dragons by Andy Shepherd</p>  <p>Wider Reading Across The Curriculum:</p> <p>Maps</p> <p>Du Iz Tak</p>    <table border="1"><tr><td>Vocabulary</td><td rowspan="5">Development of skills across a range of genres and through the curriculum.</td></tr><tr><td>Inference</td></tr><tr><td>Prediction</td></tr><tr><td>Explain</td></tr><tr><td>Retrieve</td></tr><tr><td>Summarise</td><td></td></tr></table> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p> | Vocabulary | Development of skills across a range of genres and through the curriculum. | Inference | Prediction | Explain | Retrieve | Summarise | | <p>Prior Learning: Y3: Autumn 2: Multiplication and division facts. Y2 – Counting and comparing money. Y2 - Pictograms and tally charts.</p> <p>Number: Multiplication and Division</p> <ul style="list-style-type: none">Multiplying 2-digit numbers by a 1-digit numberDividing 2-digit numbers by a 1-digit number <p>Measurement: Money</p> <ul style="list-style-type: none">Pounds and penceConvert pounds and penceAdding and subtracting moneyGiving change <p>Statistics</p> <ul style="list-style-type: none">PictogramsBar ChartsTables  | <p>Prior Learning: Seasonal Changes – Length of day and how day length varies. Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Light</p> <ul style="list-style-type: none">Recognise that they need light in order to see things and that dark is the absence of lightNotice that light is reflected from surfacesRecognise that light from the sun can be dangerous and that there are ways to protect their eyesRecognise that shadows are formed when the light from a light source is blocked by an opaque objectFind patterns in the way that the size of shadows change  |
| Vocabulary | Development of skills across a range of genres and through the curriculum. | | | | | | | | | | |
| Inference | | | | | | | | | | | |
| Prediction | | | | | | | | | | | |
| Explain | | | | | | | | | | | |
| Retrieve | | | | | | | | | | | |
| Summarise | | | | | | | | | | | |
| | | Foreign languages | | | | | | | | | |
| | | <p>French</p> <p>Les Animaux</p> <ul style="list-style-type: none">Naming animalsPronunciationRecognising, naming and labelling  | | | | | | | | | |

| PSHE | History | Art and Design and Technology | Computing |
|--|--|---|---|
| <p><u>Prior learning:</u> Y2 – I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • My dreams and ambitions. • Overcoming obstacles. • I can explain the different ways that help me learn and what I need to do to improve. • I am confident and positive when I share my success with others. • I can explain how these feelings can be stored in my internal treasure chest and why this is important.  | <p><u>Prior learning:</u> Y3 – Different periods of time and civilisations. Using a timeline to plot events from the past.</p>  <p><u>Ancient Egyptians</u></p> <p>An overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <p><u>Enquiry Question:</u> Was the Nile the source of Ancient Egypt's success?</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Describe and explain the culture and leisure activities from the past (using evidence) • Describe the clothes, way of life and actions of people in the past (using evidence) • Describe buildings and explain their uses of people from the past (using evidence) <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Recognise that archaeologists have helped us to understand more about the past • Understand that knowledge about the past is constructed from a variety of sources <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Using the Boldmere Timeline... Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order and begin to use dates to explain when things happened • Describe dates and order significant events from the time period studied (must include all elements Boldmere Curriculum) Recognise that their own lives are different from the lives of people in the past | <p><u>Art – Canopic Jars</u></p> <p><u>Prior learning:</u> Y2 – Drawing skills and different techniques. Painting skills and techniques</p> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • I can combine materials to make patterns and textiles and describe objects • Think about artwork and collect images, objects and other information linked to ideas. • Use a sketchbook to make a record of things they see, to plan work and to experiment.- throughout year <p><u>Design and Technology – Healthy Eating</u></p> <p><u>Prior learning:</u> Understand where food comes from. I can name the source of different types of food – e.g. where meat and vegetables come from.</p> <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> • Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'. • Understand that all food comes from plants or animals. • Begin to understand how to prepare and make a variety of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source. • Begin to understand how to use a range of techniques such as peeling, chopping, grating, mixing, spreading and baking. • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. | <p><u>Prior learning:</u> Y2 – Algorithms – instructions using Bee-bots.</p> <p><u>Coding</u></p> <p><u>Computer Science- Theory and Programming</u></p> <ul style="list-style-type: none"> • Use block-based coding to create an end goal (e.g. an animation), whilst spotting and correcting mistakes as they go. • Look at Writing Algorithms using: <ul style="list-style-type: none"> ➢ Scratch ➢ Stop motion ➢ Turtle logo • Break a program up into main areas (e.g. In an animation, you need to program the sprites and backgrounds.)  |

| Geography | PE | RE | Music |
|--|---|--|--|
| <p><u>Prior learning:</u> Y2 – Interpreting maps and labelling 7 continents and oceans.</p> <p><u>Map work</u></p> <ul style="list-style-type: none"> Using maps, atlases and globes locate and label all continents in the Northern and Southern Hemisphere. Identify significance of longitude and latitude. On a world map locate Africa and Asia and the main countries. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Identify the main terrestrial and marine environmental regions, their defining physical and human characteristics, and major cities/oceans (similarities and differences between this and other places) and the global significance of the location. Interpret Map/ plan / tour / use of digital photos / co-ordinates / aerial plan / google earth. Communicate geographical information in a variety of ways - including through maps and writing at length. | <p><u>Prior learning:</u> Y2 – Healthy eating. Impact of diet on body</p> <p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> Nutrition Healthy lifestyles Diet Food groups Key muscles in body. <div data-bbox="757 443 1088 705" data-label="Image"> </div> <p><u>Athletics</u></p> <p><u>Running</u></p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Choose and understand appropriate running techniques. <p><u>Jumping</u></p> <ul style="list-style-type: none"> Reinforce jumping techniques safely. <p><u>Throwing</u></p> <ul style="list-style-type: none"> Improve throwing technique. Develop and investigate different ways of throwing and to know when it is appropriate to use them. <div data-bbox="779 1254 1055 1461" data-label="Image"> </div> | <p><u>Prior learning:</u> Y3 – Christianity - The Christmas Story and the birth of Jesus.</p> <p><u>Jesus' Miracles</u></p> <p>Religion: Christianity</p> <p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <div data-bbox="1211 715 1657 1023" data-label="Image"> </div> | <p><u>Prior learning:</u> Y3 Autumn 2 – Singing melodies and showing awareness of volume and tempo</p> <p><u>Production – Singing Showcase</u></p> <ul style="list-style-type: none"> Sing melodies in unison showing an awareness of pitch. Beginning to show an awareness of volume and tempo when performing with others. <div data-bbox="1720 596 2141 948" data-label="Image"> </div> |