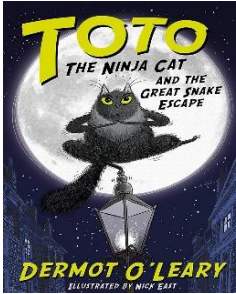
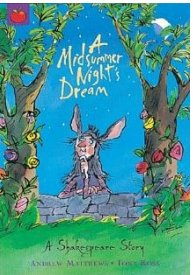
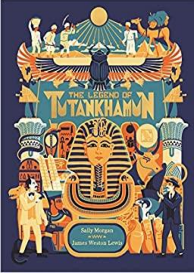


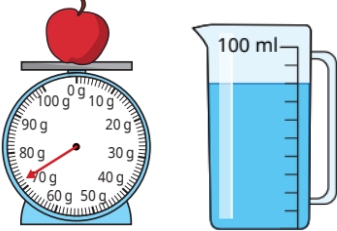




Year 3 Overview Spring 2: Tomb Raiders

English	Maths	Science								
<p>Genre: Poetry & Non chronological report</p> <p>Stimulus: The Colour collector and Skeletons & Muscles</p> <p>Key learning:</p> <ul style="list-style-type: none"> - Action (negative verbs) - Noticing (Adjectives) - Action (positive verbs) - Adjectives - Alliteration - Personification - Ing verbs - Prepositions - Power of 3- repetition - Similes - Positive adjectives - Bullet points - Time adverbials - Rhetorical questions - Subheadings - Technical vocabulary - Complex sentences - Onomatopoeia - Facts - Expanded noun phrases <p>Spellings:</p> <p>The /l/ sound spelled '-al' at the end of words</p> <p>The /l/ sound spelled '-le' at the end of words</p> <p>Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</p> <p>Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'</p> <p>Adding the suffix -ly.</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Apostrophes - Present tense - Organisational Devices (headings/subheadings) - Nouns and pronouns for clarity 	<p>Reading</p> <p>Class Novel: ToTo The Ninja Cat And The Great Snake Escape</p>  <p>Wider Reading Across The Curriculum: A Midsummer's Night Dream The Legend of Tutankhamun</p>    <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="width: 30%;">Vocabulary</td> <td rowspan="5" style="text-align: center; vertical-align: middle;">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 style="margin-top: 20px;">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: Y2 – Using fractions and finding half. Using balancing scales before moving on to use standard weighing scales.</p>  <p>Number: Fractions</p> <ul style="list-style-type: none"> • Understanding fractions • Compare and order fractions • Understand the whole • Fractions and scales • Fractions on a number line • Equivalent fractions  <p>Mass and Capacity</p> <ul style="list-style-type: none"> • Using scales • Mass in kilograms and grams • Capacity in litres and millilitres • Equivalent masses & capacities • Comparing mass & capacity • Add and subtract mass & capacity
Vocabulary	Development of skills across a range of genres and through the curriculum.									
Inference										
Prediction										
Explain										
Retrieve										
Summarise										
Science										
<p>Prior Learning: Y2 Scientific Enquiry – using magnets. Materials and their properties – will be used for surfaces to see how different things move.</p> <p>Forces:</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Describe magnets as having 2 poles • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing <div style="border: 1px solid black; padding: 10px; margin-top: 20px; text-align: center;"> <h3 style="margin: 0;">Forces</h3> <p style="font-size: small; margin: 5px 0;">A force is a push or a pull in a certain direction. Force gives an object the energy to move, stop moving or change direction.</p>  </div>										
French										
<p>Prior Learning: Y3 – Recapping key phrases</p> <p>Les Fruits –</p> <ul style="list-style-type: none"> • Naming different fruits in french • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 										

PSHE	R.E	Art	Computing
<p><i>Prior learning:</i> Y3 Science and PE – Healthy lifestyles. Y2 – Understanding how to be healthy.</p> <p>Healthy Me</p> <ul style="list-style-type: none"> I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the amount of calories, fat and sugar I put into my body will affect my health I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can identify when something feels safe or unsafe 	<p>Dispositions:</p> <p>Remembering Roots Pesach, Seder meal and Shabbat Being Loyal and Steadfast The instigation of Holy Communion The role of Judas Iscariot</p>	<p><i>Prior learning</i> – KS1 – making 3D art.</p> <p>Sculpture Artist: Ancient Egyptian Art Art Period: Classical Art – Ancient Egyptian Art 4th Style: Paint / pattern / clay</p>	<p>Data and Information: Branching Databases</p> <ul style="list-style-type: none"> To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database
PE		History	
<p>Athletics</p> <p><i>Prior learning: Year 2 - I can use my arms for momentum when running (hip to hip) with control. I can bend my knees to help me jump. I can throw with some accuracy and power.</i></p> <p>Running</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>Jumping</p> <ul style="list-style-type: none"> Reinforce jumping techniques safely. <p>Throwing</p> <ul style="list-style-type: none"> Improve throwing technique. <p>Basketball</p> <p><i>Prior learning: Year 2 – Recalled and linked combinations of skills, e.g. dribbling and passing. Selected and applied a small range of tactics. Developed power, agility, coordination and balance over a variety of activities.</i></p> <p>Learning Objectives:</p> <p>To keep possession of the ball when dribbling To work as a pair to move forward and attack To use a defensive body position To perform a two-handed shot to score baskets To use a jump ball to restart a game. When to move to space to receive the ball</p>		<p><i>Prior learning:</i> Understanding that there is a past within their living memory and a past beyond that.</p> <p>Key Enquiry Questions:</p> <p>What were the greatest achievements of Ancient Egypt? How did Early Egypt begin and what was it like there? How did Ancient Egypt change during the Old Kingdom? What changes took place from the Old Kingdom up to the end of the Egyptian Empire?</p> <p>Historical concepts:</p> <ul style="list-style-type: none"> Chronology Evidence and Interpretations Cause and consequence Similarity and Difference Historical significance <p>Historical theme: Power</p> <p>Key vocabulary: archer, artefact, bronze, chamber, chariot, chronology, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade,</p>	