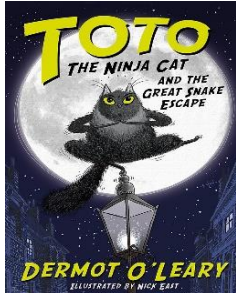
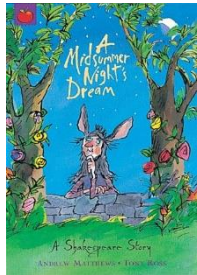
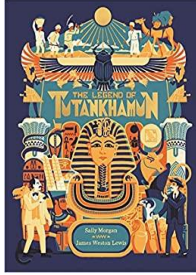
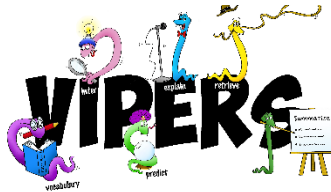
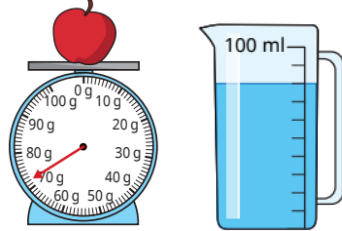




## Year 3 Overview Spring 2: Tomb Raiders

English	Maths	Science									
<p><b>Genre:</b> Non chronological report and Letters</p> <p><b>Stimulus:</b> Skeletons &amp; Muscles and The Gardener</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>- Similes</li> <li>- Positive adjectives</li> <li>- Bullet points</li> <li>- Time adverbials</li> <li>- Rhetorical questions</li> <li>- Subheadings</li> <li>- Technical vocabulary</li> <li>- Complex sentences</li> <li>- Onomatopoeia</li> <li>- Facts</li> <li>- Expanded noun phrases</li> <li>- Alliteration</li> <li>- Feelings</li> <li>- Adjectives</li> <li>- Superlatives</li> <li>- Adverbs</li> <li>- Brackets</li> <li>- Verbs</li> </ul> <p><b>Spellings:</b></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>Challenge Words</p> <p>Words ending in '-er' when the root word ends in (t)ch.</p> <p>Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que.' These words are French in origin.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Present tense</li> <li>- Organisational Devices (headings/subheadings)</li> </ul>	<p><b>Reading</b></p> <p><b>Class Novel:</b> ToTo The Ninja Cat And The Great Snake Escape</p>  <p><b>Wider Reading Across The Curriculum:</b> 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%;"><b>Vocabulary</b></td> <td rowspan="5" style="vertical-align: top;">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td><b>Inference</b></td> </tr> <tr> <td><b>Prediction</b></td> </tr> <tr> <td><b>Explain</b></td> </tr> <tr> <td><b>Retrieve</b></td> </tr> <tr> <td><b>Summarise</b></td> <td></td> </tr> </table> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p>	<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.	<b>Inference</b>	<b>Prediction</b>	<b>Explain</b>	<b>Retrieve</b>	<b>Summarise</b>		<p><b>Prior Learning:</b> Y2 –Using balancing scales before moving on to use standard weighing scales.</p>  <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>• Using scales</li> <li>• Mass in kilograms and grams</li> <li>• Capacity in litres and millilitres</li> <li>• Equivalent masses &amp; capacities</li> <li>• Comparing mass &amp; capacity</li> <li>• Add and subtract mass &amp; capacity</li> </ul> <p><b>Consolidation Lessons:</b> Recap the methods for the 4 operations (column method, multiplication method and bus stop division)</p>	<p><b>Prior Learning:</b> Y2 Scientific Enquiry – using magnets. Materials and their properties – will be used for surfaces to see how different things move.</p> <p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Describe magnets as having 2 poles</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <h3 style="text-align: center;">Forces</h3> <p style="font-size: small;">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>
<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.										
<b>Inference</b>											
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<b>Explain</b>											
<b>Retrieve</b>											
<b>Summarise</b>											
<b>French</b>											
<p><b>Prior Learning:</b> Y3 – Recapping key phrases</p> <p><b>Les Fruits –</b></p> <ul style="list-style-type: none"> <li>• Naming different fruits in french</li> <li>• Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</li> </ul> 											

<ul style="list-style-type: none"> <li>- Nouns and pronouns for clarity</li> <li>- Inverted Commas</li> <li>- Compound nouns</li> <li>- Prepositions</li> <li>- Time Conjunctions</li> </ul>			
PSHE	R.E	D&T	Computing
<p><b>Prior learning:</b> Y3 Science and PE – Healthy lifestyles. Y2 – Understanding how to be healthy.</p> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I understand how exercise affects my body and know why my heart and lungs are such important organs.</li> <li>• I know that the amount of calories, fat and sugar I put into my body will affect my health</li> <li>• I can tell you my knowledge and attitude towards drugs</li> <li>• 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</li> <li>• I can identify when something feels safe or unsafe</li> </ul>	<p><b>Dispositions:</b> Remembering Roots Pesach, Seder meal and Shabbat Being Loyal and Steadfast The instigation of Holy Communion The role of Judas Iscariot</p>	<p><b>Prior learning:</b> Y2 – Designing, making and evaluating.</p> <p><b>Textiles:</b></p> <p>2-D shape to 3-D shape</p> <p>Design, make and evaluate a ‘bendy bag.’</p> <p><b>Technical knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>• Understand how to securely join two pieces of fabric together.</li> <li>• Understand the need for patterns and seam allowances.</li> </ul> <p>Know and use technical vocabulary relevant to the project.</p>	<p><b>Data and Information: Branching Databases</b></p> <ul style="list-style-type: none"> <li>• To create questions with yes/no answers</li> <li>• To identify the attributes needed to collect data about an object</li> <li>• To create a branching database To explain why it is helpful for a database to be well structured</li> <li>• To plan the structure of a branching database</li> </ul>
PE		History	
<p><b>Athletics</b></p> <p><b>Prior learning:</b> 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.</p> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Run in different directions and at different speeds, using a good technique.</li> <li>• Choose and understand appropriate running techniques.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>• Reinforce jumping techniques safely.</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>• Improve throwing technique.</li> </ul> <p><b>Basketball</b></p> <p><b>Prior learning:</b> 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.</p> <p><b>Learning Objectives:</b></p>		<p><b>Prior learning:</b> Understanding that there is a past within their living memory and a past beyond that.</p> <p><b>Key Enquiry Questions:</b> <b>What were the greatest achievements of Ancient Egypt?</b> 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><b>Historical concepts:</b></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence and Interpretations</li> <li>• Cause and consequence</li> <li>• Similarity and Difference</li> <li>• Historical significance</li> </ul> <p><b>Historical theme:</b> Power</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

**Key vocabulary:** archer, artefact, bronze, chamber, chariot, **chronology**,  
Egyptologist, **empire**, **era**, expand, hieroglyphs, invade, **monarchy**, navy, obelisk,  
polytheistic, prepare, preserve, pyramid, scribe, temple, **trade**,