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| **Year 3 Spring Term Overview** | | | |
|  | **Spring 1** | **Spring 2** | |
| **Focus Christian Value** | **Thankfulness** (cycle 1)  **Perseverance** (cycle 2) | **Forgiveness** (cycle 1)  **Friendship** (cycle 2) | |
| **English** | **Egyptian Cinderella-Shirley Climo**  (Extended writing – own narrative)  -To compare different versions of a traditional story -To predict what might happen in a story -To use comparative conjunctions -To use a thesaurus to improve writing -To infer characters feelings -To use feeling words -To identify and use verbs -To take part in a debate | **Pebble in my Pocket – Meridith Hooper** (PofR)  -To identify memorable phrases from the text -To write free verse poetry – To create blackout poetry – To create a story map – To retell a story – To create a freeze frame -To write in role -To tell the story in role as a character – To create a story sequel | |
| **Maths** | **Multiplication and Division:**  Consolidate 2, 4 and 8 times tables; multiply 2 digits by 1; divide 2 digits by 1; divide 100 into 2, 4, 5 and 10 equal parts, divide with remainders.  **Measures:**  Count money (pounds and pence); add and subtract money; give change.  **Data Handling:**  Make tally charts, draw and interpret pictograms and bar charts. | **Measures:**  Measure length (m), equivalent lengths (m and cm/mm and cm); compare, add and subtract lengths; measure and calculate perimeter.  **Fractions:**  Recognise and find a half, quarter and third; unit and non-unit fractions; equivalence of a half and 2 quarters; count in fractions. | |
| **RE** | **Gospel**  **Salvation.**  - Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.  -Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.  - Give examples of what the texts studied mean to some Christians. | **Kingdom of God** | |
| **Science** | **Animals, including humans – food and skeleton**  To identify that humans, get their nutrients from the food they eat. -To compare animal diets. – To Explore human and animal skeletons. – To understand how the skeleton supports and protects the body. -To understand what muscles are and how they help us to move  **Scientist:** Marie Curie | **Light**  - To identify a range of light sources. To recognise that we need light in order to see things and that dark is the absence of light. - To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous. - To recognise how shadows are formed. - To find patterns in the way that the size of shadows change.  **Scientist:** Archimedes | |
| **History** | **Earliest Civilisations -** **Ancient Egypt**  To locate some of the earliest civilisations  To know the importance of the River Nile to ancient Egyptians.  To understand the chronology of Ancient Egypt  To explore key facts about the pyramids of Giza.  To explore key facts about the Pharaohs of ancient Egypt. | |  |
| **Geography** |  | **Why do some earthquakes cause more damage?**  - To locate the continents and oceans. - To use maps and atlases to locate epicentres. – To identify, describe and explain the causes of earthquakes. | |
| **Art** | **Formal elements – Texture and pattern**To recognise and draw simple geometric shapes found in everyday objectsTo recognise and apply geometry when drawingTo apply even layers of pencil tone when shadingTo show tone by shading |  | |
| **DT** | **Textiles: Cushions**  Sewing cross stitch  Designing a cushion  Following a design criteria  Using stitches to join fabrics | **Food: Eating Seasonally**  Using cooking equipment safely  Considering hygiene when preparing food  Learning that vegetables and fruit  Designing a filo tart using seasonal vegetables  Following a recipe | |
| **ICT** | **Journey inside a computer**  To recognise basic inputs and outputs  To decompose a laptop  To understand the purpose of computer parts  To decompose a tablet computer | **Networks**  To understand what a network is and create an informative poster  To recognise the key components of a network  To understand how information moves around a network  To recognise networks in the real world  To recognise the link between networks and the internet | |
| **Music** |  | Earthquakes and instrumental  Colour and expression | |
| **PE** | **Striking and Exploring (Strike and Field)**  To be able to strike a ball with some accuracy.  To vary the speed and direction of a ball.  Perform the basic skills needed for the games with control and consistency.  Describe what is successful in their own and other’s play.  To develop understanding of distance and power when striking. | **Dance History – Ancient Egypt**  Able to move with rigid and floppy dynamics.  Able to execute Egyptian-style actions.  Able to develop relationships – contact and balance with partner.  Able to demonstrate isolations with the head and shoulders.  Able to demonstrate and create 2-dimensional shapes | |
| **MFL**  **Spanish** | **Animals** | **Musical instruments** | |
| **PSHE** | **Keeping Myself Safe**  -Identify situations which are safe or unsafe and identify who could help.  -Explain the words danger and risk and demonstrate strategies for dealing with a risky situation.  -Identify some key risks from and effects of cigarettes and alcohol.  -Define the word 'drug' and understand that nicotine and alcohol are both drugs.  -Understand that medicines are drugs and suggest ways that they can be helpful or harmful.  -Identify risk factors in given situations and suggest ways of reducing or managing those risks.  -Give examples of strategies for safe browsing online.  -Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.  -Recognise and describe appropriate behaviour online as well as offline.  -Identify what constitutes personal information and when it is not appropriate or safe to share this.  -Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. | **Rights and Responsibilities**  -Identify people who are volunteers in the school community and recognise some of the reasons why people volunteer.  -Identify key people who are responsible for them to stay safe and healthy.  -Understand the difference between 'fact' and 'opinion'.  -Evaluate and explain different methods of looking after the school environment.  -Understand the terms 'income', 'saving' and 'spending'.  -Explain that people earn their income through their jobs and understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) | |
| **Enrichment opportunities** |  | Tullie House- Egyptian day | |