

## Half-termly Overview

### Summer 1

#### Year 3 Badger and Fox



### English - Narrative

- Synonyms
- Fronted adverbials
- Expanded noun phrases
- Daily reading practice sessions

### PE - Athletics

- Develop stamina and an understanding of speed and pace in relation to distance.
- Develop power and speed in the sprinting technique.
- Develop communication skills and technique in relays.
- Develop technique when jumping for distance.
- Develop fluency and technique in the vertical jump.
- Develop power and technique when throwing for distance.

### Cricket

- Develop overarm throwing and catching.
- Develop underarm bowling.
- Develop batting techniques.
- Know how to field a ball using a two handed pick up and short barrier.
- Develop overarm bowling technique.
- Know how to apply my learnt skills to play mini cricket.

### Music - Improvisation

- Tempo: 104 bpm (Andante, a walking pace)
- Time Signature: 3/4 (3 crotchets in every bar)
- Simple rhythmic patterns using minims, crotchets, quavers and their rests
- Key Signature: C major (no sharps/flats)
- Simple melodic patterns using the notes C D E

### Computing – Creating Media - Desktop Publishing

- Pupils will know how to identify the differences between 'text' and 'images'.
- Pupils will know how to edit a text.
- Pupils will know how to use 'templates, orientation and placeholders' to create their own magazine template.
- Pupils will know how to add content to their magazine templates.
- Pupils know how to change the layout on their template.
- Pupils know how to publish on a desktop and why it is used in the wider world.

### Religious Education – Hinduism

**Key Question:** Does visiting the River Ganges make a person a better Hindu (Sanitani)?

- Know a quote from the Puranas about The Ganges.
- Describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part.
- Start to link Sanatani belief in Brahman to rituals performed at the river.

### Maths

- **Fractions:** add and subtract fractions, find fractions of objects and numbers, reasoning with fractions of an amount
- **Money:** convert pounds and pence, add and subtract money, find change
- **Time:** Roman numerals to 12, telling time to 5 minute intervals, use am and pm
- **Times Tables Rockstars and numbots**

### Science - Rocks

- Name the three different types of rocks.
- Handle and examine rocks to identify their properties.
- Describe how soil is made and what it is composed of.
- Describe how fossils are formed.
- **Scientist – Mary Anning**

### History – Stone Age to the Iron Age

- Pupils will know the different periods of the Stone Age and what life was like in Palaeolithic and Mesolithic.
- Pupils will know how to interpret the changes from the Palaeolithic to Mesolithic.
- Pupils will know what life was like eg: what they ate in the Palaeolithic compared to Mesolithic.
- Pupils will know how the search for food changed in the Neolithic.
- Pupils will know how the Bronze Age moved into the Iron Age.
- Pupils will know the significance of round houses and why people built hill forts.

### Design Technology – Textiles – Pencil Case

- Pupils will investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques and fastenings.
- Pupils will demonstrate a range of stitching techniques and practise sewing two small pieces of fabric together,
- Pupils will use a textile product they have taken apart to create a paper pattern using 2-D shapes.
- Pupils will design and make a pencil case suitable for holding items.

### French – Les Fruits

- Know and spell 10 different fruits.
- Pupils will know how to say ten fruits in the plural form.
- Know how to express an opinion of fruits they like and don't like.

### PSHE – My Life – Stereotypes

- Are all boys the same? Are all girls the same?
- Are all men the same? Are all women the same.
- Can we change traditional stereotypes?
- What is it like when people make assumptions about you?
- How can I know what to say when people say things based on stereotypes?

### My Beliefs

Can I challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl?