

## YEAR 3 SPRING 1 TERMLY OVERVIEW

WEEK	ONE 6/1/25	TWO 13/1/25	THREE 20/1/25	FOUR 27/1/25	FIVE 3/2/25	SIX 10/2/25
<p><b>Thinking like an author...</b></p> <p><b>Imagine if ...our instructions were effective and accurate for others to create our visions</b></p>	<p>Can I improve my newspaper report by proof reading and editing? (CUPS and ARMS)</p> <p>How can I choose and present a piece of work for my Best Book?</p> <p>What do the images from a book tell me about the story?</p> <p>What are my thoughts and the thoughts of others about the book?</p>	<p>What vocabulary can I glean from the images?</p> <p>How do I know when to use the word 'a' or 'an'?</p> <p>What are prepositions?</p> <p>Can I create expanded on phrases to describe what I can see in the images?</p>	<p>Working as a year group team to 'Taste the text':</p> <ul style="list-style-type: none"> <li>• Can I follow a set of instructions?</li> <li>• What is the purpose of these instructions?</li> <li>• Can I create something by following a set of instructions?</li> <li>• Is there a problem with a set of instructions?</li> <li>• Can I verbally give a partner a set of instructions to follow?</li> </ul>	<p>What are the key features of instruction text?</p> <ul style="list-style-type: none"> <li>• imperative verbs</li> <li>• heading/subheadings</li> <li>• time conjunctions</li> <li>• conjunctions, eg: so/because</li> <li>• adverbs</li> <li>• second person</li> <li>• tense used</li> </ul>	<p>Can I verbally discuss how I have created an image? (planning for a set of instructions)</p> <p>What will my first draft of my instructions look like?</p> <p>Can a peer follow my instructions successfully? If not, why not?</p> <p>What can be changed to make my instructions more successful?</p> <p>After I have revised my instructions, can a peer be successful in following them?</p>	<p>What will my published instructions look like?</p> <p>Can another peer from another class follow my published instructions?</p>
<p><b>Thinking like a scientist...</b></p> <p><b>Imagine if ...we conducted our own experiments</b></p>	<p>How can a solar oven be made more effective?</p> <p>What do I predict will happen?</p>	<p>How can a solar oven be made more effective?</p> <p>How can I investigate and record my findings?</p>	<p>How can a solar oven be made more effective?</p> <p>How can I investigate and record my findings?</p>	<p>How can I carry out an experiment to clean coins?</p> <p>Cleaning Coins</p>	<p>How can I carry out a fair test?</p> <p>Cake baking</p>	<p>How can I share my findings from my experiment?</p> <p>Cake baking</p>
<p><b>Thinking like a computer scientist ...</b></p> <p><b>Imagine if ...we created our own animation</b></p>	<p>Computer animation – Scratch</p> <p>Tinker Time</p> <p>What is scratch?</p>	<p>Design</p> <p>How can I plan an animation project in Scratch?</p>	<p>Apply</p> <p>Can I create an animation on Scratch?</p>	<p>Refine</p> <p>How can I make careful changes to my animation?</p>	<p>Evaluate</p> <p>How effective was my animation?</p>	<p>Share</p> <p>How can I present my animation any enjoy others?</p>
<p><b>Thinking like an artist...</b></p> <p><b>Imagine if ...we created our own collage artwork</b></p>	<p>Working with Shape and Colour</p> <p>Artwork exploration and response to Egyptians artwork.</p> <p>How can I respond to historical artwork?</p>	<p>Painting with scissors – cutting shape</p> <p>How can I use collage to explore the elements of a work of art?</p>	<p>Painting with scissors – creating collage composition</p> <p>How can I use collage to explore colour, shape, and composition?</p>	<p>Adding further detail – lines</p> <p>How can I work into my collages to create definition and dimension?</p>	<p>Adding further detail – lines</p> <p>How can I work into my collages to create definition and dimension?</p>	<p>Share reflect and discuss.</p> <p>How can I reflect on my work?</p>
<p><b>Thinking like a historian...</b></p> <p><b>Imagine if... lived in ancient times</b></p>	<p>Egyptians</p> <p>What does the evidence tell us about everyday life for men, women and children?</p>	<p>Egyptians</p> <p>What did Ancient Egyptians have in common with other civilisation from that time?</p>	<p>Stone Age to Iron Age:</p> <p>How should we remember the Bronze Age?</p>	<p>Stone Age to Iron Age:</p> <p>How much did life really change during the Iron Age and how can we possibly know?</p>		
<p><b>Thinking like a geographer...</b></p> <p><b>Imagine if... the whole world only had one climate</b></p>					<p>Climate Zones</p> <p>How is latitude linked to climate?</p>	<p>Climate Zones</p> <p>How does the climate vary and what are the main zones?</p>
<p><b>Thinking like a theologist..</b></p> <p><b>Imagine if ...we explored the miracles of Jesus</b></p>		<p>Could Jesus heal people? Were these miracles or is there some other explanation? (The miracle of the blind man)</p>	<p>Could Jesus heal people? Were these miracles or is there some other explanation? (The miracle of the healing of a paralysed man)</p>	<p>Could Jesus heal people? Were these miracles or is there some other explanation? (The miracle of the calming of the storm)</p>	<p>Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>What opinions do I have about Jesus' miracles?</p>	<p>Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>How did Jesus' miracles help people from all walks of life?</p> <p>What miracle would I perform for our world?</p>

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<p><b>PHSE</b> <b>Relationship, respect, disagreement diversity, multiculturalism and community</b></p> <p>Imagine if ...we could recognise the positive and negative impacts of rules (including those of the internet)</p>	<p>The value of rules and laws; rights, freedoms and responsibilities.</p> <p>Why do we need rules and laws in society, and what might happen if rules and laws are broken?</p>	<p>The value of rules and laws; rights, freedoms and responsibilities.</p> <p>What are human rights and how do they protect people?</p>	<p>The value of rules and laws; rights, freedoms and responsibilities.</p> <p>How are our school rules and values linked to the human rights we have?</p>	<p>How the internet is used; assessing information online</p> <p>How can the internet be used positively for leisure, school and work?</p>	<p>How the internet is used; assessing information online</p> <p>What can we do to check if information online is accurate and how can we make safe, reliable choices from search results?</p>	<p>How the internet is used; assessing information online</p> <p>How can we decide if a game or website is appropriate for our age-group and what should we do if they see or experience something which is inappropriate?</p>
<p><b>Thinking like a musician...</b></p> <p>Imagine if ...we became ukulele players</p>	Ukulele lessons with Mr Christmas	Ukulele lessons with Mr Christmas	Ukulele lessons with Mr Christmas	Ukulele lessons with Mr Christmas	Ukulele lessons with Mr Christmas	Ukulele lessons with Mr Christmas
<p><b>Thinking like a sports person ...</b></p> <p>Imagine if ...we learnt a new sport.</p>	Tag Rugby Dance	Dance	Tag Rugby Dance	Dance	Tag Rugby Dance	Dance
<p><b>Thinking like a mathematician ...</b></p> <p>Imagine if ...we knew two thirds of the times tables</p>	<p>How do I add 2-digit and 3-digit numbers?</p> <p>How do I subtract a 2-digit number from a 3-digit number?</p> <p>Why are inverse operations important?</p> <p>How do I use complements to 100?</p>	<p>Place Value and Addition and Subtraction Assessment</p> <p>Multiplication and Division Block A</p> <p>Can I make equal groups?</p> <p>Can I use an array?</p> <p>Can I recall and use multiples of 2?</p> <p>Can I recall and use multiples of 5 and 10?</p> <p>Can I identify when to use sharing or grouping?</p>	<p>Can I recall and use multiples of 3?</p> <p>Can I divide by multiples of 3?</p> <p>Can I recall the number facts for the three times table (division and multiplication)?</p> <p>Can I recall and use multiples of 4 using the two times table?</p> <p>Can I divide by 4?</p>	<p>Can I recall the number facts for the four times table (division and multiplication)?</p> <p>Can I recall and use multiples of 8 using the four times table?</p> <p>Can I divide by 8?</p> <p>Can I recall the number facts for the eight times table (division and multiplication)?</p> <p>Can I make the links between the 2, 4 and 8 times table?</p>	<p>End of Multiplication and Division Block A Assessment</p> <p>Autumn 2 Assessment</p> <p>Multiplication and Division Block B</p> <p>How can I use multiples of 10?</p> <p>How can I use known times table facts?</p> <p>How can I apply my knowledge of times tables?</p> <p>Can I multiply a two-digit number by a one-digit number (no exchange)?</p>	<p>Can I multiply a two-digit number by a one-digit number (with exchange)?</p> <p>Can I link multiplication and division facts?</p> <p>Can I divide a two-digit number by a one-digit number?</p> <p>Can I divide a two-digit number by a one-digit number? (with flexible partitioning)</p>
<p><b>Thinking like a reader ... (Guided Reading)</b></p>	Individual reading					
<p><b>Thinking like an editor.. (Spelling)</b></p>	<p>Are there any spelling rules for adding the suffixes -ness and -ful to root words?</p>	<p>Are there any spelling rules for adding the prefixes sub- and tele- to root words?</p>	<p>Can I remember where to put the apostrophe when I am contracting words?</p> <p>What strategies could I use to learn to spell words? (February accident, actual, occasion, complete)</p>	<p>What strategies could I use to learn to spell words?</p> <p>Do the sounds 'ch', 's' and 'ss' make alternative sounds?</p>	<p>Can I recall how to spell words which have the sounds 'ch', 's' and 'ss' in them?</p> <p>What strategies could I use to learn to spell words? (strange, early, probably, natural, earth)</p>	<p>Can I recall how to add the suffixes -ness and -ful to root words?</p> <p>Are there any spelling rules for adding the suffixes -less and -ly to root words?</p>
<p><b>Reading for Pleasure</b></p>	Complete 'The Twits Next Door' by Greg James and Chris Smith Followed by 'The Midnight Gang' by David Walliams					
<p><b>Outdoor Learning opportunities and trips</b></p>		FOREST SCHOOL		FOREST SCHOOL		FOREST SCHOOL