

YEAR 3 SPRING 2 TERMLY OVERVIEW

WEEK	ONE 24/2/25	TWO 3/3/25 BOOK WEEK	THREE 10/3/25	FOUR 17/3/25	FIVE 24/3/25	SIX 31/3/25
Thinking like an author... Imagine if ... our explanations were effective and accurate to create our own non-fiction books.	What do the images from a book tell me about the story? (The Promise) What are my thoughts and the thoughts of others about the book? What vocabulary can I glean from the images? Can I create expanded on phrases to describe what I can see in the images?	Can I recommend the book 'The Promise' to another reader? What are the key features of an explanation text? Can I explore a range of different explanation texts based on a variety of subjects? Can I recommend an explanation text to another reader?	How can I use conjunctions to explain? How can I use expanded noun phrases to clarify an explanation? How can I use a diagram to explain? How can I use paragraphs effectively?	What do I already know about a specific topic? What else can I find out about a specific topic? Can I record my key ideas for my explanation text? How can I use the ideas from others to expand my knowledge? Can I practise building sentences from my plan?	What will my first draft of my explanation look like? Can I find the key features of an explanation text in my text? What can be changed to make my explanation more successful? After I have revised my instructions, can a peer provide me with some feedback?	What will my published explanation text look like? Can I work with another peer/s to create a 'collection' of explanation texts and present this?
Thinking like a scientist... Imagine if ...we were horticulturalists	How can I compare the effect of different factors on plant growth?	Can I identify and describe the functions of different parts of a flowering plant and how they are used in photosynthesis?	Can I investigate the way in which water is transported within Plants?	Can I explore the part that flowers play in the life cycle of flowering plants?	What is the pollination process and how are different seed dispersed?	Can I compare the effect of different factors on plant growth?
Thinking like a computer scientist ... Imagine if ...we created our own 360 image	What is augmented and virtual reality?	What image do I want to create as a 360 image?	How will I create my 360 image?	How will I create my 360 image?	How will I refine my 360 image to improve it?	How successful was my 360 image?
Thinking like a designer Imagine if we could create our own packaging	How do shell structures and packaging differ?	How are shell structures created?	How will I design an effective gift box?	How can I produce the gift box I have designed?	How will I finish and make my product appealing?	What has been successful and what would I improve?
Thinking like a geographer... Imagine if... we could explore North America	Where North America and what is its landscape like?	Which countries are in the continent of North America? What are the names of the states within the USA?	What is the physical geography of the Rockies?	Can I describe the physical geography of Mount St Helens and the impact this has on the surrounding area?	Can I compare the landscapes of the different US states?	Can I compare New York State, New York City and Newbury, West Berkshire?
Thinking like a theologian.. Imagine if ...we explored the story of Good Friday	What is the story of 'Good Friday'?	Why was Jesus's sacrifice important to Christian?	What important message and themes can we find in the story of Good Friday?	How can we appreciate different perspectives of Good Friday?	How did Jesus's sacrifice impact Christian's lives today?	How does the story of Good Friday impact me?

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<p>Modern Foreign Languages French</p> <p>Imagine if ...we knew more French vocabulary</p>	<p>What are the names of 5 different “les animaux” and which determiner should I use? (l ‘article, un,une)</p>	<p>What are the names of 5 more “les animaux” and which determiner should I use? (l ‘article, un,une)</p>	<p>Can I recall the ten nouns I have learnt for animals, in French, and can I attempt to spell them?</p>	<p>Can I explore and understand better the role of the indefinite article/determiner? Do I understand that there are more indefinite articles in French compared to English?</p>	<p>Can I become more familiar with the 1st person high frequency irregular verb ‘je suis’ (I am) from the verb ‘être’ (to be)?</p>	<p>Can I revise and recall all language covered so far?</p>
<p>PHSE Relationship, respect, disagreement diversity, multiculturalism and community</p> <p>Imagine if ...we could have our dream careers</p>	<p>What jobs are available in our world?</p>	<p>What careers are there in space science?</p>	<p>How can we challenge job stereotypes?</p>	<p>What skills are required for different jobs?</p>	<p>What personal goals do we have relating to our future jobs?</p>	<p>Are some jobs more important than others?</p>
<p>Thinking like a musician...</p> <p>Imagine if ...we became ukulele players</p>	<p>Ukulele lessons with Mr Christmas</p>	<p>Ukulele lessons with Mr Christmas</p>	<p>Ukulele lessons with Mr Christmas</p>	<p>Ukulele lessons with Mr Christmas</p>	<p>Ukulele lessons with Mr Christmas</p>	<p>Ukulele lessons with Mr Christmas</p>
<p>Thinking like a sports person ...</p> <p>Imagine if ...we learnt a new sport.</p>	<p>Indoor PE - Ball Games – Throwing and Catching</p> <p>Outdoor PE - Tennis and Badminton</p>	<p>Indoor PE - Ball Games – Throwing and Catching</p>	<p>Indoor PE - Ball Games – Throwing and Catching</p> <p>Outdoor PE - Tennis and Badminton</p>	<p>Indoor PE - Ball Games – Throwing and Catching</p>	<p>Indoor PE - Ball Games – Throwing and Catching</p> <p>Outdoor PE - Tennis and Badminton</p>	<p>Indoor PE - Ball Games – Throwing and Catching</p>
<p>Thinking like a mathematician ...</p> <p>Imagine if ...we were mathematicians</p>	<p>How can I use scaling to help me multiply? How can I systematically find all the solutions to a problem? End Block A & B Division Assessments Can I measure in metres and centimetres? Can I measure in millimetres?</p>	<p>Can I measure in centimetres and millimetres? Can I measure in metres, centimetres and millimetres? Can I convert between metres and centimetres? Can I convert between centimetres and millimetres? How can I compare and order lengths?</p>	<p>Can I add lengths with different units of measure? Can I subtract lengths with different units of measure? What is perimeter? How can I find the perimeter? Can I calculate the perimeter of a shape?</p>	<p>Can I find the denominator of a unit fraction? Can I compare and order unit fractions? What is the numerator? Can I find the whole? Can I compare and order non-unit fractions?</p>	<p>Can I use my knowledge of fractions to help me interpret scales? How can I represent fractions on a number line? Can I count fractions on a number line? Can I find equivalent fractions on a number line? How can I represent fractions using a bar model?</p>	<p>Can I read scales on a number line? Can I measure mass in grams? Can I measure mass in kilograms and grams? Can I find equivalent masses in grams and kilograms? Can I compare masses in grams and kilograms?</p>
<p>Thinking like a reader ...</p>	<p>Extracts: - We’ve Got This (NF). - Honey’s Hive. - Stink: Worst Fairy Ever.</p>	<p>Extracts: - Adam Wins the Internet. - We Are Family (poetry).</p>	<p>Extracts: - The World’s Most Amazing Places (non-fiction). - Beyond Belief (non-fiction).</p>	<p>Extracts: - Greta and the Giants (Picture Book). - Greta’s Story (non-fiction).</p>	<p>Extracts: - It’s Her Story: Dolly Parton. - It’s Her Story: Rosalind Franklin.</p>	<p>Extracts: - Pablo and the Noisy Party. - My Brother Otto. - A Boy Called Bat.</p>

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(Guided Reading)		- Betty Steady and the Toad Witch.		- Who is Greta? (Newsround video).	- It's Her Story: Josephine Baker.	
Thinking like an editor.. (Spelling)	What strategies can I use to help me spell when I am writing?	Are there any spelling rules for adding the prefixes super- and auto- to root words?	Can I use my spelling knowledge to add the prefixes super- and auto- to root words? What strategies can I use to help me spell words which I find challenging to remember?	What strategies can I use to help me remember given homophones?	Can I recall homophones I have learnt? Can I proofread a piece of writing?	What strategies could I use to learn to spell words? (forward, forwards, guide, describe, guard) How can you spell words with the k sound in alternative ways? ('ch' ache, choir)
Reading for Pleasure	'The Midnight Gang' by David Walliams					
Outdoor Learning opportunities and trips		FOREST SCHOOL		FOREST SCHOOL		FOREST SCHOOL