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|  |  | **St Denys Primary School  Spring Overview 2025  Year 3** | | | | |  |
|  | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **English** | | **Writing to Entertain (Another kitten’s story)–**  **Lesson Objective:**   * As a reader I can use clues from a text to predict what will happen next. * I can use inference skills to guess what a book is about. * I can make a prediction based on facts I know.   *Task – Text mark front cover and write a prediction*  **Lesson Objective:**   * As a reader, I can use a dictionary to learn words that are unfamiliar to me. * I know how to use a dictionary. * I understand how a dictionary can help me learn new words. * I can read unfamiliar words.   *Task – Create a glossary of words you are unfamiliar with from the text.*  **Lesson Objective:**  As a reader, I can use what I have read to picture the story in my head.   * I understand why vocabulary choices are important for the reader. * I can draw what I see in my head, based on what I have read.   *Task – Create a picture based on the description* | **Writing to Entertain (Another Kitten’s story) –**  **Lesson Objective:**   * As a writer, I can pick out the similarities between two different parts of a text. * I can unpick the meaning of a text. * I can discuss my ideas with my peers.   *Task – Compare the story of 2 of Mowzer’s kittens, what’s the same?*  **Lesson Objective:**   * As a writer, I can use expanded noun phrases. * I understand how the use of adjectives can give more information. * I can tell the difference between a noun phrase and expanded noun phrase.   *Task – Chn to complete differentiated worksheets on expanded noun phrases.*  **Lesson Objective:**   * As a writer, I can select vocabulary for my writing. * I can select specific vocabulary for my writing. * I can see the effect of vocabulary in my description.   *Task – Vocab harvest for expanded noun phrases.* | **Writing to Entertain –**  **(Another Kitten’s story) –**  **Lesson Objective:**   * As a writer, I can plan my writing. * I can plan the important parts to include in my writing. * I can plan the important parts of my story.   *Task – Planning another page in the book based on their own kitten.*  **Lesson Objective:**   * As a writer, I can write a formal letter with the purpose to entertain. * I can write my ideas in sentences. * I can use capital letters and fullstops. * I can use joined hand writing.   *Task – Writing another page in the book about another kitten’s story.*  **Lesson Objective:**   * As a writer, I can publish my work. * I can re-write my writing, including all corrections. * I can use my neatest handwriting.   *Task – Publish our stories* | **Writing to Entertain –**  **(Setting description) –**  **Lesson Objective:**   * As a reader, I can pick out the parts of a text that change the mood, scene and emotions around a setting. * I can unpick emotive vocabulary. * I can discuss my ideas with my peers.   *Task – Unpick vocabulary that changes our view, mood and emotion as a reader.*  **Lesson Objective:**   * As a writer, I can use adjectives to describe what I can see in an illustration. * I can use pictures and illustrations in a text to give me more information. * I can use my vocabulary to help me describe a part of a text.   *Task – Chn to text mark the picture of mousehole cat with adjectives.*  **Lesson Objective:**   * As a writer, I can use fronted adverbials. * I understand what a fronted adverbial is. * I understand the effect of using fronted adverbials in my writing. * I can use a fronted adverbials.   *Task – Lesson on fronted adverbials.* | **Writing to Entertain –**  **(Setting description) –**  **Lesson Objective:**   * As a writer I can plan my writing. * I can think about the important parts to have in my writing. * I can plan my writing effectively.   *Task – Chn to plan their setting description.*  **Lesson Objective:**   * As a writer, I can use my writing to create settings, characters and scenes. * I can write my ideas in sentences. * I can use capital letters and fullstops. * - I can use joined up hand writing.   *Task – Chn to write their setting description.*  **Lesson Objective:**   * As a writer, I can publish my work. * I can re-write my writing, including all corrections. * I can use my neatest handwriting.   *Task – Publish our setting descriptions.* | Use this week to catch up on key skills/ SPaG that the children need to revisit or practice more. |
| **Focus text** | | **The Mousehole Cat** | **The Mousehole Cat** | **The Mousehole Cat** | **The Mousehole Cat** | **The Mousehole Cat** | **The Mousehole Cat** |
| **Spellings** | | **Phonics:**  **Alternative spellings for ‘ee’** | **SPAG:**  **prefixes** | **Phonics:**  **Alternative spellings for ‘ar, or, augh’** | **SPAG:**  suffixes | **Phonics:**  **Alternative spellings for ‘augh’** | **SPAG:**  **metaphors**  **Phonics:**  **Assessment** |
| **Guided Reading** | | **Learning Objective:**  **Fluency:**   * As a reader, I can read fluently. * I can read with expression * I can read with appropriate volume. * I can read with appropriate pace.   *Task – Reading out loud together*  **Learning Objective (Inference):**   * As a reader, I can make inferences. * I can identify clues in a text that tell me how a character is thinking or feeling. * I can use inference to understand settings, characters and plots.   *Task – What can we infer from the text?*  **Lesson Objective (Comprehension):**   * As a reader, I can answer questions based on what I have read. * I can use my reading skills to locate important information in a text. * I can understand what a question is asking of me.   *Task – Practice questions* | **Learning Objective:**  **Fluency:**   * As a reader, I can read fluently. * I can read with expression * I can read with appropriate volume. * I can read with appropriate pace.   *Task – Reading out loud together*  **Learning Objective (Prediction):**   * As a reader, I can make a prediction about a characters thoughts, feelings and actions. * I can use what I have read to make predictions. * I can make a prediction about why a character takes the actions they take.   *Task – Make a prediction based on the class text.*  **Lesson Objective (Comprehension):**   * As a reader, I can answer questions based on what I have read. * I can use my reading skills to locate important information in a text. * I can understand what a question is asking of me.   *Task – Practice questions* | **Learning Objective:**  **Fluency:**   * As a reader, I can read fluently. * I can read with expression * I can read with appropriate volume. * I can read with appropriate pace.   *Task – Reading out loud together*  **Learning Objective (Explain):**   * As a reader, I can explain my thoughts and feelings on what I have read. * I can put my thoughts into words. * I can use sentences to explain my thoughts.   *Task – Explain what they think and why.*  **Lesson Objective (Comprehension):**   * As a reader, I can answer questions based on what I have read. * I can use my reading skills to locate important information in a text. * I can understand what a question is asking of me.   *Task – Practice questions* | **Learning Objective:**  **Fluency:**   * As a reader, I can read fluently. * I can read with expression * I can read with appropriate volume. * I can read with appropriate pace.   *Task – Reading out loud together*  **Learning Objective (Reflect):**   * As a reader, I can reflect on the actions that characters make and why. * I can think about the actions a character makes. * I can think about why a character makes the choices they do in a text.   *Task – Reflect on a specific character.*  **Lesson Objective (Comprehension):**   * As a reader, I can answer questions based on what I have read. * I can use my reading skills to locate important information in a text. * I can understand what a question is asking of me.   *Task – Practice questions* | **Learning Objective:**  **Fluency:**   * As a reader, I can read fluently. * I can read with expression * I can read with appropriate volume. * I can read with appropriate pace.   *Task – Reading out loud together*  **Learning Objective (Summarise):**   * As a reader, I can summarise what I have read. * I can use what I have read and condense it.. * I know the important parts to discuss in a summary. * I can understand what a summary is.   *Task – Summarise the story we have read.*  **Lesson Objective (Comprehension):**   * As a reader, I can answer questions based on what I have read. * I can use my reading skills to locate important information in a text. * I can understand what a question is asking of me.   *Task – Practice questions* | **Learning Objective:**  **Fluency:**   * As a reader, I can read fluently. * I can read with expression * I can read with appropriate volume. * I can read with appropriate pace.   *Task – Reading out loud together*  **Learning Objective (Vocab):**   * As a reader, I can make a prediction about a characters thoughts, feelings and actions. * I can use what I have read to make predictions. * I can make a prediction about why a character takes the actions they take.   *Task – Make a prediction based on the class text.*  **Lesson Objective (Comprehension):**   * As a reader, I can answer questions based on what I have read. * I can use my reading skills to locate important information in a text. * I can understand what a question is asking of me.   *Task – Practice questions* |
| **Maths** | | **Length and Perimeter –**  **Children will be able to:**   * S Map lesson * As a mathematician, I can measure in metres and centimetres. * As a mathematician, I can measure in millimetres. * As a mathematician, I can measure in centimetres and millimetres. | **Length and Perimeter –**  **Children will be able to:**   * As a mathematician, I can measure in metres, centimetres and millimetres.   As a mathematician, I can identify equivalent lengths. **(2 lessons)** | **Length and Perimeter–**  **Learning Objectives:**   * As a mathematician, I can compare different lengths. * As a mathematician, I can add lengths (**lesson 1 of 2)** * As a mathematician, I can add lengths **(Lesson 2 of 2)** * As a mathematician, I can subtract lengths **(lesson 1 of 2)** | **Length and Perimeter–**  **Learning Objectives:**   * As a mathematician, I can subtract lengths **(lesson 2 of 2)** * As a mathematician, I understand what perimeter is. * As a mathematician, I can measure the perimeter of a shape. * As a mathematician, I can calculate the perimeter of a shape. | **Fractions –**  **Learning Objectives:**   * As a mathematician, I understand the denominators of unit fractions. * As a mathematician, I can compare and order fractions **(Lesson 1 on comparing)** * As a mathematician, I can compare and order fractions **(Lesson 2 on ordering)** * As a mathematician, I can understand the numerator of non-unit fractions. | **Fractions –**  **Learning Objectives:**   * As a mathematician, I understand the whole. * As a mathematician, I can compare and order non-unit fractions **(lesson 1 on comparing)** * As a mathematician, I can compare and order non-unit fractions **(lesson 2 on ordering)** |
| **Times Table** | | Consolidate and develop fluency in all taught so far: 2x, 3x, 4x, 5x, 8x, 10x | | | | | |
| **Geography** | | **Europe:**  **Learning Objective:**   * As a geographer, I can explain which land mass is Europe. | **Europe:**  **Learning Objective:**   * As a geographer, I can identify the two main boundaries between Europe and Asia. | **Europe:**  **Learning Objective:**   * As a geographer, I can state how many countries are in Europe. * As a geographer, I can list and label the countries in Europe. | **Europe:**  **Learning Objective:**   * As a geographer, I can name the regions of Europe. | **Europe:**  **Learning Objective:**   * As a geographer, I can name the ocean that boarders Europe and what hemisphere it is in. | **Europe:**  **Learning Objective:**   * As a geographer, I can explain the size of each population in Europe. |
| **Science** | | **Plants (Biology):**  **Learning Objective:**   * As a scientist, I can identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. | **Plants (Biology):**  **Learning Objective:**   * As a scientist, I can identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers.   ***Working scientifically*:**   * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Using straightforward scientific evidence to answer questions or to support their findings | **Plants (Biology):**  **Learning Objective:**   * As a scientist, I am learning to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. | **Plants (Biology):**  **Learning Objective:**   * As a scientist, I am learning to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.   ***Working scientifically:***   * Setting up simple practical enquiries, fair tests. * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units. * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions   Using results to draw simple conclusions | **Plants (Biology):**  **Learning Objective:**   * As a scientist, I can identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers.   ***Working scientifically***   * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * Using straightforward scientific evidence to answer questions or to support their findings |  |
| **Computing** | | **Data and Information –**  **Lesson Objective:**   * As a computer scientist, I can create questions with yes or no answers. * I can investigate questions with yes or no answers. * I can make up a yes/no question about a collection of objects. * I can create two groups of objects separated by attributes. | **Data and Information –**  **Lesson Objective:**   * As a computer scientist, I can identify the attributes needed to collect data about an object. * I can select an attribute to separate objects into groups. * I can create a group of objects within an existing group. * I can arrange objects into a tree structure. | **Data and Information –**  **Lesson Objective:**   * As a computer scientist, I can create a branching database. * I can select objects to arrange in a branching database. * I can group objects using my own yes/no questions. * I can test my branching database to see if it works. | **Data and Information –**  **Lesson Objective:**   * As a computer scientist, I can explain why it is helpful for a database to be well structured. * I can create yes/no questions using given attributes. * I can compare two branching database structures. * I can explain that questions need to be ordered carefully and split objects into similarly sized groups. | **Data and Information –**  **Lesson Objective:**   * As a computer scientist, I can plan the structure of a branching database. * I can independently create questions to use in a branching database. * I can create questions that will enable objects to be uniquely identified. * I can create a physical version of a branching database. | **Data and Information –**  **Lesson Objective:**   * As a computer scientist, I can independently create an identification tool. * I can create a branching database that reflects my plan. * I can work with a partner to test my identification tool. * I can suggest real-world uses for branching databases. |
| **DT** | | **Levers (Litter Grabber)**  **Lesson objective:**   * As a design technologist, I understand that a lever is a machine that has a rigid rod which has a pivot point somewhere along its length. * I know what a lever is. * I understand what a pivot point it. * I can explain what mechanisms might use a lever. | **Levers (Litter Grabber)**  **Lesson objective:**   * As a design technologist, I understand that a pivot is called a fulcrum, and a lever can either balance or turn the fulcrum. * I can explain how a lever works. * I understand what a fulcrum is. * I can explain how a lever can affect a fulcrum. | **Levers (Litter Grabber)**  **Lesson objective:**   * As a design technologist, I understand that a force at one end of the lever creates movement at the other and that the movement will be in the opposite direction of that force. * I understand the relationship between movement and force. * I understand that a force creates movements. | **Levers (Litter Grabber)**  **Lesson objective:**   * As a design technologist, I understand how inputs and outputs change when the position of the fulcrum is changed. * I understand what an input is. * I understand what an output is. * I understand that when I change one thing it can impact the rest of the mechanism. | **Levers (Litter Grabber)**  **Lesson objective:**   * As a design technologist, I can create a design for a litter grabber using a lever. * I can create a plan for a design. * I can work efficiently as part of a group. * I can plan the important parts of a litter grabber. | **Levers (Litter Grabber)**  **Lesson objective:**   * As a design technologist, I can create a litter grabber using a lever. * I can follow a plan for a design. * I can work efficiently as part of a group. |
| **RE** | | **Religious Focus: Christianity**  **Concept: Love (golden thread theory)**  **Step 1 - Inquire**   * In Religious Education, I am learning to accurately describe the changing of emotions. | **Religious Focus: Christianity**  **Concept: Love (golden thread theory)**  **Step 2 - Contextualise**   * In Religious Education, I am learning to accurately describe how the changing of emotions is contextualised within the events of Holy Week and the way Christians remember these events. | **Religious Focus: Christianity**  **Concept: Love (golden thread theory)**  **Step 3 - Evaluate**   * In Religious Education, I am learning to describe the value of remembering the *changing emotions* in the story to Christians. | **Religious Focus: Christianity**  **Concept: Love (golden thread theory)**  **Step 4 - Evaluate**   * In Religious Education, I can creatively express and describe my own response to changing of emotions. | **Religious Focus: Christianity**  **Concept: Love (golden thread theory)**  **Step 5 – Apply**   * In Religious Education, I am learning to recognise and describe examples of how changing emotions can be applied to my own life. |  |
| **Spanish** | | **Se’ (I know how) –**  **Lesson Objective:**   * In Spanish, I am learning to remember five high frequency infinitive verbs in Spanish. | **Se’ (I know how) –**  **Lesson Objective:**   * In Spanish, I am learning to remember a further five high frequency infinitive verbs in Spanish. | **Se’ (I know how) –**  **Lesson Objective:**   * In Spanish, I am learning to use the verb se’ in front of the 10 infinitive verbs I have learnt in Spanish. | **Se’ (I know how) –**  **Lesson Objective:**   * In Spanish, I am learning to say how I can and cannot do something in Spanish. | **Se’ (I know how) –**  **Lesson Objective:**   * In Spanish, I am learning to add the conjunctions ‘y’ (and) and ‘pero’ (but) to make more complex sentences in Spanish. | **Se’ (I know how) –**  **End of unit assessment** |
| **PSHE** | | **Health and Wellbeing – Living in the Wider World**  **Lesson Objective:**   * In PSHE we are learning what keeps us safe. * Strategies to know if something we read online is accurate or not. | **Health and Wellbeing – Living in the Wider World**  **Lesson Objective:**   * In PSHE we are learning what keeps us safe. * Evaluate whether a game is suitable/ age appropriate. | **Health and Wellbeing – Living in the Wider World**  **Lesson Objective:**   * In PSHE we are learning what keeps us safe. * Reporting something they have seen that worries them or is inappropriate. | **Health and Wellbeing – Living in the Wider World**  **Lesson Objective:**   * In PSHE we are learning what keeps us safe. * Different jobs people have and how people have multiple jobs in a lifetime. | **Health and Wellbeing – Living in the Wider World**  **Lesson Objective:**   * In PSHE we are learning what keeps us safe. * Common myths and general stereotypes at work | **Health and Wellbeing – Living in the Wider World**  **Lesson Objective:**   * In PSHE we are learning what keeps us safe. * What skills make us successful in a job? Teamwork, decision making * Post Assessment |
| **Music** | | Ukelele | | | | | |
| **PE** | | **Children will learn:**  **FUNS 9 -Coordination**  *ball skills*  - Keep control of ball  - Work ball in both directions  - Smooth and fluid moves  **FUNS 7 -Counter Balance**  *pairs work*  - Staying in balance  - Smooth and controlled  - Coordinated movements | | | | | |
| **Dashboard** | | **Artist: John Ndambo**  **Country: Poland**  **Music: Night Ferry by Anaa Clyne/** | **Artist: John Ndambo**  **Country: Poland**  **Music:**  **Runaway Blues by Ma Rainey** | **Artist: Ken Done**  **Country: Phillipines**  **Music:**  **Take the ‘A’ train by Duke Ellington Orchestra** | **Artist: Ken Done**  **Country: Phillipines**  **Music:**  **Hound Dog by Elvis Presley** | **Artist:**  Rosa Bonheur  **Country: India**  **Music:**  **With a little help from my friends by The Beatles** | **Artist:**  Rosa Bonheur  **Country: India**  **Music: :**  **I got you (I feel good) by James Brown** |