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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)**
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| **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.
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| **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.
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***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.
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***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
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| **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.
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| **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.
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| **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.
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| **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
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| **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** |