



# Year 3 Medium Term Overview Spring 1 2023 – 2024



Subject	Wk1 8.1.24	Wk2 15.1.24	Wk3 22.1.24	Wk4 29.1.24	Wk5 5.2.24
<b>Important Dates</b>	Thurs – Whole School Mass	Wed – Energy Saving Week Begins	Making a Difference Meetings Wed – MAC Twilight	SEND Meetings Fri – Whole School Mass	SEND Meetings Children’s Mental Health Week Thurs – Non-Uniform Day
<b>R.E</b>	<b>Christmas Reconciliation</b>				
	LI: To understand the meanings of the titles given to Jesus.	LI: I can create a prayer doodle about the true meaning of Christmas.	LI: I can recognise good and bad choices and the choices people make.	LI: I know that the parable of the Prodigal Son teaches us about the forgiveness of God.	LI: I know the story of Jesus and Zacchaeus and can imagine his thoughts and feelings.
	LI: I can retell the story of the visit of the shepherds to Bethlehem.	LI: I know the story of St Francis and the first crib and now this helps Christians to remember the presence of Jesus in the world today.	LI: I know that Jesus taught the disciples the importance of forgiveness.	LI: I can retell the story of the Prodigal Son from the perspective of the younger son.	LI: I can write a letter from Zaccaeus’ point of view.
<b>English</b>	<b>Stone Age Boy – Narrative leading to non-chronological report</b>				
	<b>Poetry – Kennings and Quatrains</b>				
	LI: I can make predictions based upon what is implied.  LI: I can use expanded noun phrases to describe a setting.  LI: I can write a setting description. LI: I can infer how a character may feel, think and say, using illustrations LI: I can infer information about a text using illustrations.	LI: I can retrieve and record information. LI: I can identify the features of a non-chronological report.  LI: I can use headings and subheadings to organise information. LI: I can use adverbs to express time, place and cause. LI: I can use conjunctions to extend a sentence.	LI: I can use prepositions in complex sentences. LI: I can plan a non-chronological report. <u>LI: I can write a non-chronological report.</u>  L.I I can edit and improve my non-chronological report	LI: I understand what a kenning is. L.I: I can follow a set structure.  L.I: I can use powerful verbs. <u>L.I: I can write a kenning.</u>  <u>LI: I can perform my kenning using intonation, tone, volume and action.</u>	LI: I can identify the features of a quatrain. L.I: I can plan a quatrain.  L.I: I can use alliteration and onomatopoeia for effect. <u>L.I: I can write a quatrain.</u>  <u>LI: I can perform my kenning using intonation, tone, volume and action.</u>



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<b>English Cross-Curricular Writing</b>	<b>UNIT NAME</b>				
				Archaeologist's log – Skara Brae	
<b>Maths</b>	Multiplication and division (5 lessons)	Multiplication and division (5 lessons)	Multiplication and division (5 lessons)	Multiplication and division (5 lessons)	Multiplication and division (5 lessons)
<b>Science</b>	<b>Rocks</b>				
	LI: I can compare and contrast the properties of different rocks.	LI: I can order the process that takes place that forms fossils.	LI: I can find out about and describe how soil is formed from rocks and organic matter.	*LI: I can respond to the question, "Are alluvial soils richer in nutrients than most other soils?"	
<b>History/ Geography</b>	<b>The Stone Age, Bronze Age and Iron Age</b>				
	I can sequence events from the Stone Age, Bronze Age and Iron Age on a timeline.	I can describe what life was like in the Stone Age by comparing different sources.	I know about Skara Brae and I understand that history is represented in different ways.	I can describe how life has changed through the ages using evidence.	I can give reasons for how life changed in the Bronze Age using simple evidence.
<b>Art</b>	<b>N/A</b>				
<b>D.T</b>	<b>N/A</b>				
<b>Computing</b>	<b>Stop-Frame Animation</b>				
	I can relate animated movement with a sequence of images.	I can plan an animation.	I can identify the need to work consistently and carefully.	I can review and improve an animation.	I can evaluate the impact of adding other media to an animation.
<b>Music</b>	<b>Environment</b>				
	I can select descriptive sounds to accompany a poem. I can sing in two-part harmony. Context: Poetry	I can explore timbre to create a descriptive piece of music. I can experiment with ternary form. I can sing a song with expression. Context: Water	I can develop the lyrics of a song. I can choose timbre to make an accompaniment. I can combine chants and sound pictures in a class performance in rondo structure.		



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			Context: Local Environment		
French	<b>French greetings with puppets</b>				
				I can describe shapes by their size and colour.	I can understand and recognise what are cognates and near cognates. (C: Matisse)
PE	<b>Hockey</b>				
	<b>Basketball</b>				
RSE	<b>Get Up!</b>				
	<b>Jesus, My Friend</b>				
	The Sacraments	Jesus, my friend	Friends, family and others	When things feel bad	
PSHE	<b>Health and Well being</b>				
			Wonderful me	My superpowers	Resilience – breaking down barriers
Other			FHC parent meeting – 25 <sup>th</sup> Jan. 6.00pm		