

**Half-termly Overview**  
**Spring 1**  
**Year 3 Badger and Fox**



**English - Writing to Entertain**

- Organise each paragraph into themes
- Continuously evaluate the effectiveness of their own writing and their peers, correcting mistakes
- Use 'a' or 'an' correctly.

**PE - Dance**

- To create a short dance, inspired by rainforests.
- To adapt/combine movement phrases to vary the length and speed of a dance.
- To use dance vocabulary to evaluate and improve a dance performance.

**Netball**

- Practise throwing and catching skills
- To develop passing and moving towards a goal and to lose a defender
- Learn and play with the 'footwork' rule
- To be able to defend an opponent
- To develop a shooting action
- To know the rules of the game

**Music**

- Tempo: (Moderato, a moderate speed)
- Time Signature: 3/4 (3 crotchets in every bar)
- Simple rhythmic patterns using minims, crotchets, quavers and their rests
- Key Signature: F major (1 flat)
- Simple melodic patterns using the notes F G A

**Computing – Sequencing Sounds**

- To explore a new programming environment identifying the objects in a Scratch project
- Recognise that commands in Scratch are represented as blocks
- Identify that commands have an outcome
- Recognise that a sequence of commands can have an order
- To change the appearance of my project
- Create a project from a task description

**PSHE – My Life – Being part of a Community**

- To learn about the different groups that make up their community; what living in a community means.
- To value the different contributions that people/groups make to the community.
- To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people, living things and the environment.
- To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

**Maths**

• **Multiplication and Division:**

Multiples of 10, reasoning about multiplication, multiply a 2 digit number with a 1 digit number (no exchange/ exchange), link multiplication and division, divide a 2-digit number by a 1-digit number with remainders, scaling

• **Length and Perimeter:**

Equivalent lengths, adding and subtracting lengths, calculating perimeters.

• **Tackling Tables**

**Science - Animals including Humans**

- **Nutrition** - To sort foods into food groups and find out about the nutrients that different foods provide.
- To explore the nutritional values of different foods.
- **Skeletons** - To sort animal skeletons into groups, discussing patterns and similarities and differences.
- Identify that humans & some other animals have skeletons & muscles for support, protection & movement
- To explain how bones and **muscles** work together to create movement.

**Working scientifically**

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

**Scientist – Marie Curie**

**Geography - Rainforests**

- To identify areas of the world containing rainforests using maps and atlases
- Describe the key aspects of a tropical climate
- Describe/understand the features of the layers of a rainforest.
- Describe the animals and plants living in the rainforest
- Compare the Amazon rainforest and Thetford Forest.
- Understand what deforestation is and the reasons for its occurrence. Explain the effects humans are having on the rainforest.

**Religious Education – Christianity - Miracles**

**Key Question:** Could Jesus heal people? Were these miracles or is there other explanations?

- Retell Bible stories where miracles have happened and question whether Jesus really did perform miracles

**Design Technology – Cooking – Making a healthy sandwich**

- To write a design criteria for a healthy sandwich – thinking about purpose, appeal, target audience, functionality etc
- Generate a range of design ideas & communicate final design
- Organise my ideas in a step by step plan
- Know how to prepare food safely and hygienically?
- Know how to use tools safely
- Make and evaluate end product and know what to improve/modify next time