



Topic Overview: Year 3 Spring 2



Year Group: 3

Our Topic is: The Tudors

Term: Spring 2

Literacy

Non-Chronological Reports:

Our text focus for this unit is:

Harry Potter and the Philosophers Stone by JK Rowling

As part of this unit the children will:

- Identify some of the features of non-chronological reports
- Discuss and answer questions based on a report text
- Identify the structure of a report and begin to construct sentences and questions based on what they have read
- Develop their understanding of conjunctions to express time, place and cause
- Develop their understanding of clauses and how to extend sentences and punctuate them correctly (use of commas)
- Plan and write a leaflet based on the Harry Potter Studio Tour

Maths

Measurement:

As part of this unit the children will be able to:

- Record and compare time in terms of seconds, minutes and hours
- Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events (for example calculate the time taken by particular events of tasks).

- Apply their understanding of non-chronological reports by writing a school report for a character from Hogwarts

Newspapers:

Our text focus for this unit is:

Trust Me: Jack's Beanstalk Stinks by Eric Braun and Christian Bernardini

As part of this unit the children will:

- Sequence a traditional tale
- Consider the viewpoints of characters
- Compare and contrast the same story told from different perspectives
- Develop their understanding of the simple past tense
- Write a character profile explaining and justifying an opinion
- Write a conversation using direct speech punctuation
- Develop their understanding of the perfect form
- Begin to understand progressive verb form in present and past
- Know the textual features of a newspaper report
- Construct a newspaper report about a familiar traditional tale
- Edit and proof read work for mistakes

Fractions:

As part of this unit the children will be able to:

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Count up and down in tenths
- Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Children will also have weekly opportunities to practice their times tables and mental maths skills using weekly tests to track their progress.

History	Geography	DT / ART	Science
<p><u>Tudors:</u></p> <ul style="list-style-type: none"> • Develop their understanding of who the Tudors were • To identify significant figures during the Tudor period including Henry VIII • To identify the children of Henry VIII with a study of Edward VI • To identify the types of clothing Tudors wore and their significance • To understand crime and punishment during Tudor times • Identify a typical Tudor feast 	<p>Historical focus for this half term</p>	<ul style="list-style-type: none"> • To explore art typical of the Tudor period • Create a Tudor rose using the technique of quilling 	<p><u>Teeth and Eating:</u></p> <ul style="list-style-type: none"> • To identify the parts of the digestive system • To explore the functions of the digestive system • Explore the different types of teeth and their functions • Research animal teeth and make comparisons to human teeth • Complete an investigation into tooth decay • Identify food webs and food chains for a range of animals
Computing	RE	PE	PSHCE
<p><u>We are Bug Fixers:</u></p> <ul style="list-style-type: none"> • Debug programs that accomplish specific goals • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p><u>Easter:</u></p> <ul style="list-style-type: none"> • To recall the Easter story • To explain the importance of the Last Supper and Jesus' words • Explain how prayer is linked to Good Friday • Relate Jesus' example of self-giving love to an example from World War Two • Explain the importance of the cross and resurrection • Explain why Easter eggs are given at Easter 	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Identify points and patches used in gymnastics • Create balances using a range of different points and patches • Create sequences using previously developed balances • Explore travelling between apparatus • Work in collaboration with a partner to create balances • Transfer balances onto apparatus 	<p><u>Getting on and Falling Out:</u></p> <ul style="list-style-type: none"> • Friendship • Seeing something from someone else's point of view • Working together • Managing feelings - anger • Resolving conflict <p>This topic runs for the entire Spring Term (B1 and B2)</p>

Music	MFL (Target Language: French)	SMSC (Social, Moral, Spiritual and Cultural Studies)	Enriching the curriculum (Visits, Visitors, Special Days)
<ul style="list-style-type: none"> • Develop listening skills • Explore composition with links to Carnival of the Animals • Create own performances in the style of Carnival of the Animals 	<ul style="list-style-type: none"> • Identify names for family members in French • To be able to complete sentences about a family in French and transfer this to my own family • To apply my understanding to a family tree • Easter activities 		<ul style="list-style-type: none"> • Spring Collaboration - swap with partner classes to create artwork linked to spring • Book Swap - reading with children in partner class • Temple Newsam - Tudor school trip (exploring a Tudor house and the history, dressing up as a Tudor and learning a Tudor dance).