

English

Storytelling

- The Beasties by Jenny Nimmo
- Create a story map to aid retelling
- Retell the story as a performance

Descriptive language

- Using expanded noun phrases to describe a Beastie

Play scripts

- Features of play scripts
- Write own play script
- Perform from play script in a small group

Grammar, punctuation and spelling

- Irregular verbs
- Compound words
- Silent letters

Art/DT

Creating puppets

Typography

Textiles – sewing techniques

Music/French

We will have music or French on a Monday afternoon. Each class has two terms of each over the year.

PE

Real PE – Physical Skills - agility, reaction and response skills.

Dance – linked to The Beasties

Maths

Fractions

- Finishing our objectives from T4

Measurement – Time

- Use am and pm correctly
- Tell the time - using the relationship between the hour and minute hand
- Tell the time - using past and to
- Compare analogue and digital time
- Begin to use 24-hour time
- Measure time in seconds, minutes and hours
- Calculate the number of days in the months

Science

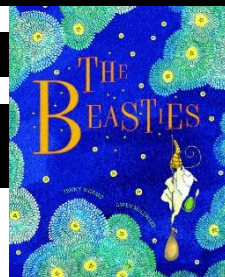
Plants

- Identify and describe the function of different parts of a plant (root, stem, leaves, flower)
- Explore the requirements of plants for life and growth (air, light, water, nutrients, room to grow)
- Investigate the ways water is transported within plants
- Explore the role of flowers in the life cycle of flowering plants (pollination, seed formation and dispersal)

Sounds like a Story

Year 3 Topic Overview

Term 5



Geography/History

Covered in other terms

RE

Religious Buildings: The important features of a church.

PSHE

Growth Mindset - mistakes that worked
The Brain – firing neurons
Relationships - Building positive, healthy relationships

Our Big Question

Are brave people ever scared?

Concepts

Resistance, Creation, Diversity

Learning Links

KS1 - Performance skills – developing our skills in speaking, singing, drama and dance.

Computing

Computer Science - Create an algorithm to make something happen successfully and talk about it (using Scratch)