**Year 3 Spring 2 Overview**

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|  | **Week 1****25/2/19** | **Week 2** **4/3/19** | **Week 3** **11/3/19** | **Week 4** **18/3/19** | **Week 5** **25/3/19** | **Week 6** **1/4/19** |
| **TOPIC** | **Romans: Who lived in Britain before the Romans?** | **Class production audition session** | **Parents consultation afternoon** | **Romans: Comparing Romans and Celts** | **Romans: The Roman army.** | **Romans: Roman life** |
| **MATHS** | **Measurement: Length and perimeter****(Starters: word problems)** | **Measurement: Length and perimeter****(Starters: formal written methods)** | **Measurement: Length and perimeter** **(Starters: Money)** | **Fractions****(Starters: Statistics)** | **Fractions****(Starters: Statistics)** | **Fractions****(Mixed reasoning qu.)** |
| **LITERACY** | **Unaided writing – Mythical Creature** |  **Haiku – Dragon Poems** | **Instructions – Making a shield** | **Easter production – speaking and listening** | **Easter production – Speaking and listening** | **Evaluation making shields** |
| **SPAG****Spelling lesson** | **Revision of suffixes ly and less** | **Prefixes super and auto** | **Homophones Strategies** | **Proof Reading** | **Learning strategies for personal spellings** | **K Sound spelt** **Ch** |
| **DT** | **Understanding the importance of Roman Shields** | **Designing Shields** | **Making Shields** | **Making Shields** | **Making Shields** | **Roman battle tactics using shields** |
| **Computing** | **Email: To explore the ways in which we communicate and to consider strengths and weaknesses.**  | **Email: To open and respond to an email.****To write an email to someone using an address book.** | **Parents consultation afternoon** | **Email: To learn how to use email safely.**  | **Email: To add an attachment to an email** | **Email: To explore an email simulated scenario** |
| **MUSIC** | **To play recorders with increasing accuracy, fluency, control and expression.** | **To play recorders with increasing accuracy, fluency, control and expression.** | **To play recorders with increasing accuracy, fluency, control and expression.** | **To play recorders with increasing accuracy, fluency, control and expression.** | **To play recorders with increasing accuracy, fluency, control and expression.** | **To play recorders with increasing accuracy, fluency, control and expression.** |
| **PE** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** |
| **RE** | Forgiveness: What is good about Good Friday?Introduce the ‘big question’. How can we ‘save the day’ or ‘redeem’ ourselves? | Forgiveness: What is good about Good Friday?Easter Story | **Parents Consultation afternoon** | Forgiveness: What is good about Good Friday?Easter Story | Forgiveness: What is good about Good Friday?Assessment Task  | Forgiveness: What is good about Good Friday?How do we show love to the people who are special to us? |
| **French** | **Count to 31** | **Months** | **Animals on the farm** | **Pets** | **Animals** | **Animals** |
| **Science** | **Recognising we need light to see** | **Exploring sun as a light source** | **What are shadows?** | **How shadows behave.** | **Investigate size of shadow changing throughout the day** | **How light is reflected from surfaces.** |
| **PSHE** | **What makes a positive healthy relationship?** |  | **Skills needed to form an maintain positive healthy relationships.** |  | **Recognise unhealthy relationships and who to talk to if they need support.**  |  |