

**Woodlands Park Half Termly Overview**

**Year Group:** Year 3

**Term:** Spring 2

**Maths – Core Objectives / Components**

**Measurement - Money**

- Name amounts of money including coins above 100p; regroup and rename 100p as £1.
- Find multiple ways of showing an amount of money.
- Add money by adding together the pounds and pence separately.
- Learn the 'make a pound' strategy with number bond diagrams.
- Use multiple methods for subtracting amounts of money, including concrete materials and the column method.
- Use number bonds to subtract amounts of money;
- To learn the 'counting on' strategy for calculating change.

**English - Core Objectives / Components**

All reading, writing, spelling, grammar, punctuation and handwriting objectives will be taught through the following sequences this half term:

**Arthur and the Golden Rope**

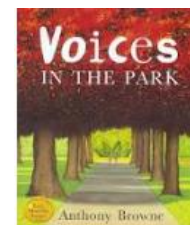
By Joe Todd Stanton



A story where the main character overcomes a problem in a mythical setting.

**Voices in the Park**

By Anthony Browne



To be able to write a story from a character's point of view.

**History**

**The Viking and Anglo-Saxons**

- To understand how our knowledge of the past is constructed from a range of sources.
- To evaluate evidence from historical sources and use comparisons to hypothesise and predict.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

**Science**

**Light**

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

**DT**

**Easter Baskets**

- To select the appropriate textile(s) for my product.
- To use sharp scissors accurately to cut textiles.
- To improve designs as we go along.
- To use art textiles skills such as stitching to help create a product that is sturdy and fit for purpose.
- To identify what is working well and what can be improved.



Computing	PE	PSHE
<p style="text-align: center;"><b><u>Sequencing Sounds</u></b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>	<p style="text-align: center;"><b><u>Striking and Fielding</u></b></p> <ul style="list-style-type: none"> <li>• Pupils can accurately throw a ball at a target and receive a ball with one and two hands.</li> <li>• Pupils can hit the ball accurately in a range of directions and varied distance.</li> <li>• Pupils can strike a moving ball accurately into open space.</li> <li>• Pupils can stop a ball in the air or ground consistently and return with speed accurately back to the bowler.</li> <li>• Pupils can hit the ball accurately into open space to enable maximum runs.</li> </ul>	<p style="text-align: center;"><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Understand how exercise affects the body and which organs are important.</li> <li>• Know that the amount of fat and sugar put into a body will affect health.</li> <li>• Identify how to keep safe.</li> <li>• Understand how important it is to take care of the body.</li> </ul>

RE	Outdoor Learning	Music
<p style="text-align: center;"><b><u>How important is it for Jewish people to do what God asks them to do?</u></b></p> <ul style="list-style-type: none"> <li>• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</li> <li>• Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</li> <li>• Make simple links between Jewish beliefs about God and his people and how Jews live.</li> </ul>	<p style="text-align: center;"><b><u>Wood Craft</u></b></p> <ul style="list-style-type: none"> <li>• Learner can demonstrate the fore hand grip.</li> <li>• Learner can use a knife to put a point on the end of a stick.</li> <li>• Learner can use a knife to flatten one side of a stick.</li> <li>• Learner can use a flexible, natural material to make a ring/hoop.</li> <li>• Learner can carve a wooden knife.</li> </ul>	<p style="text-align: center;"><b><u>Ukulele Saga Songs</u></b></p> <ul style="list-style-type: none"> <li>• Sing and perform Viking Saga Songs on ukulele.</li> <li>• Learn banjo style accompaniments on open strings (G,C,E and A).</li> <li>• Learn shuffle strums technique and accompaniments on open strings.</li> <li>• Learn the Chords – C, F, G and A minor.</li> </ul>