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Barnet Hill Academy Termly Overview **Year 3** **Term Summer 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing	**Myths** Children learn about the difference between a myth and a legend. They explore some Viking sagas learning about different characters. They will focus on grammar and punctuation in their writing and eventually create their own Viking character.	**Myths** Children explore the different Viking settings and write a detailed description using time/place and manner adverbials. Children will plan a myth with a Viking character as the main character and a creature as the evil character that tries to prevent them from completing their mission/quest/task.	**Playscripts** Children will explore the different features of a playscript. They will read different playscripts and role play one. They will plan to write their own playscript.	**Playscripts** Children will work in groups to create their own playscript based on a well-known story. They will then perform their group playscript to an audience.	**Performance Poetry** Children will explore the features of performance poetry. They will explore and practise performing a range of poems. They will perform this to their class friends.	**Assessments**
Maths	**Fractions B** Children build on their understanding of numerators and denominators to unitise fractions and add them together.	**Fractions B** Children learn how to find unit fractions of a set of objects, and connect this to what they already know about dividing quantities into equal parts using known division facts.	**Money** Children consolidate their knowledge of notes and coins from previous years. They use £ and p notation and read monetary values as, for example, 5 pounds and 10 pence.	**Money** Children continue to build on their understanding of pounds and pence by adding money. Children continue to build on their understanding of	**Time** Children are introduced to Roman numerals and the Roman number system. They focus only on Roman numerals for numbers 1 to 12, using the context of a clock face.	**Time** Children are formally introduced to the 12-hour digital clock, but they may already have experience of this from outside school.

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	Children use what they have learnt about unitising denominators to subtract fractions. They should recognise that when subtracting fractions with the same denominator, they only subtract the numerators and the denominator stays the same.	Children progress to finding non-unit fractions of a set of objects. Children build on their knowledge of fractions and finding a fraction of an amount and apply this to a range of contexts, including multi-step calculations.	Children use their knowledge of the value of each note and coin to convert pence into pounds and pence. A key learning point is to recognise that 100p = £1, and children should become accustomed to counting pence in groups of 100 and converting to pounds.	pounds and pence by subtracting money. Children build on their understanding of subtracting money to find change.	Children use analogue clocks to tell the time to 5 minutes, building on their learning in Year 2. Children build on their previous learning to tell the time to the nearest minute.	Children's understanding of time is developed further, as they are introduced to the terms "am" and "pm" to describe times before 12 noon and after 12 noon respectively. Cchildren develop their understanding of days, weeks, months and years.
Science	**Plants** Children explore the different parts of a plant and their functions. Children will recap the parts of a flowering plant, then look at their functions and why they are important to the plant.	**Plants** Children apply their knowledge of plant parts from the previous step and complete a plant dissection. When dissecting, children should carefully cut and observe the different parts of a plant including the roots, leaves, stem and flowers.	**Plants** Children set up their equipment and carry out the plant growth experiment. They should work in pairs or groups, so they are able to share ideas and work together.	**Plants** children explore the stem and water transportation. They learn how water is absorbed by the roots from the soil and how it travels up the stem into the leaves and flowers.	**Plants** Children are introduced to the process of pollination. They learn that pollination involves the transfer of pollen grains from the male parts of a flower (stamen) to the female parts (pistil) of a flower. Children also learn that seeds are formed when pollen grains and eggs join together.	**Plants** Children learn about seed dispersal. They learn what seed dispersal is and describe the different ways that it occurs. Seed dispersal can be through wind, animals, water or an "explosion" within the seed pod to disperse the seeds.
Computing **Creating media**	**Can a picture move?** To explain that animation is a sequence	**Frame by frame** To relate animated movement with a sequence of images	**To plan an animation** I can break down a story into settings, characters, and events	**Picture perfect** To identify the need to work consistently and carefully	**Evaluate and make it great!** To review and improve an animation	**Light, camera, action!** To evaluate the impact of adding other media to an animation

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Stop-frame animation	of drawings or photographs	I can predict what an animation will look like I can explain why little changes are needed for each frame I can create an effective stop-frame animation	I can describe an animation that is achievable on screen I can create a storyboard	I can use onion skinning to help me make small changes between frames I can review a sequence of frames to check my work I can evaluate the quality of my animation	I can explain ways to make my animation better I can evaluate another learner's animation I can improve my animation based on feedback	I can add other media to my animation I can explain why I added other media to my animation I can evaluate my final film
History	**Who were the Egyptians and when did they live?** Children learn about the features of ancient Egypt and identify the periods of the Egyptian civilisation.	**Why and how did the Egyptians build the pyramids?** Children evaluate the challenges of building an Egyptian pyramid.	**How and why did the Egyptians mummify people?** Children explain how and why the Egyptians mummified people.	**What does the Book of the Dead tell us about ancient Egyptian beliefs?** Children make inferences about Egyptian beliefs, using primary sources.	**What did the ancient Egyptians believe?** Children evaluate significant ancient Egyptian beliefs.	**How to compare and contract ancient Egyptian writing with my own.** Children use the Hieroglyphs Sheet to practise writing a given word in hieroglyphs. They can then write their own message.
ART **Ancient Egyptian scrolls**	**Exploring Ancient Egyptian art** To investigate the style, pattern and characteristics of Ancient Egyptian art.	**Designing scrolls** To apply design skills inspired by the style of an ancient civilisation.	**Making paper** To apply understanding of ancient techniques to construct a new material.	**Scroll making** To apply drawing and painting skills in the style of an ancient civilisation.	**Making zines** To apply an understanding of Egyptian art to develop a contemporary response.	

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PSHE **Citizenship**	To begin to understand the UN convention on the rights of the child. To understand the responsibilities of both children and adults to help all children benefit from their rights.	To understand the environmental benefits of recycling.	To understand the groups which make up the community.	To understand that charities care for others and how people can support them.	To begin to understand how democracy works in the local area.	To understand why we have rules and the consequences of breaking rules at school and home.
PE	**Thinking Aloud (Outdoor Adventure)** To place trust in teammates.	**Thinking Aloud (Outdoor Adventure)** To develop problem solving skills	**Thinking Aloud (Outdoor Adventure)** To create and recognise some map symbols	**Thinking Aloud (Outdoor Adventure)** To develop basic map reading skills	**Thinking Aloud (Outdoor Adventure)** Work cooperatively to solve group/ paired challenges	**Thinking Aloud (Outdoor Adventure)** Work cooperatively to solve group/ paired challenges