



Barnet Hill Academy Termly Overview

Year 3

Term Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing	<p>Fiction: Stories with Adventure</p> <p>Children will revise similes, metaphors and personification and how they are examples of figurative language.</p> <p>Children will learn how to describe setting to create mood.</p> <p>Children will explore different images with questions to prompt description e.g. what personality do they have, what is their name, how old are they?</p>	<p>Fiction: Stories with Adventure</p> <p>Children will continue their adventure story writing beginning with showing characters' feeling through description of their actions.</p> <p>They will explore writing about an incident in a story from different characters' points of view.</p>	<p>Fiction: Stories with Adventure</p> <p>Children will amalgamate their learning to write the opening, build-up and problem for an adventure story.</p> <p>They will understand how adverbs add detail and precision to their story writing.</p> <p>They will complete with writing the resolution and the ending for an adventure story.</p>	<p>Nonfiction: Persuasive Letters</p> <p>Children will begin by exploring the features of a persuasive letter.</p> <p>They will use a grid to plan their own persuasive letter, exploring the purpose, the argument and the persuasive language they will use.</p> <p>They will then write their own letter to the headteacher discussing whether homework should be given or left optional.</p>	<p>Vocabulary Building</p> <p>Children will engage in different vocabulary building activities to strengthen their writing skills.</p> <p>The activities range from writing vocabulary short stories using a given set of vocabulary to use, to creating a work map to help deepen their understanding of a vocab word by relating it to other words and concepts they already know.</p>	<p>Assessment Week</p>

<p>Maths</p>	<p>Lenth and Perimeter</p> <p>To know what perimeter is.</p> <p>To measure perimeter.</p> <p>To calculate perimeter.</p> <p>To complete the End of Topic test.</p>	<p>Fractions</p> <p>To understand denominators of unit fractions.</p> <p>To compare and order unit fractions.</p> <p>To understand numerators of non-unit fractions.</p> <p>To compare and order non-unit fractions.</p>	<p>Fractions</p> <p>Children use their understanding of numerators and denominators to determine how many equal parts a scale has been split into, and then what fraction is shown.</p> <p>Children identify how many equal parts a number line has been split into. A common error here is counting the number of dividing lines rather than the number of intervals.</p>	<p>Fractions</p> <p>Children count both forwards and backwards in fractions and use this to support them in labelling missing fractions on a number line.</p> <p>Children use number lines to find equivalent fractions by looking at fractions that are in line with each other (equal in value), rather than more abstract methods using multiplicative reasoning.</p>	<p>Fractions</p> <p>Children begin by comparing two bar models of equal length divided into different amounts to identify any equivalent fractions.</p> <p>Children to complete End of Block Test</p>	<p>Assessment Week</p>
<p>Science</p>	<p>Light</p> <p>Children will identify a range of light sources.</p> <p>They will learn to explain that dark is caused by the absence of light.</p>	<p>Light</p> <p>Children will notice that light is reflected from surfaces by investigating different reflective materials.</p> <p>They will investigate which surfaces reflect light.</p>	<p>Light</p> <p>Children will notice that light is reflected from surfaces by playing mirror games.</p> <p>They will use a mirror to reflect light and explain how mirrors works.</p>	<p>Light</p> <p>Children will recognise that shadows are formed when the light from a light source is blocked by a solid object by investigating different materials.</p> <p>They will investigate which materials block light to form shadows.</p>	<p>Light</p> <p>Children will find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.</p> <p>They will find patterns when investigating how shadows change size.</p>	<p>Assessment Week</p>

Computing	Words and pictures To recognise how text and images convey information	Can you edit it? To recognise that text and layout can be edited	Great template! To choose appropriate page settings	Can you add content? To add content to a desktop publishing publication	Lay it out To consider how different layouts can suit different purposes	Why desktop publishing? To consider the benefits of desktop publishing
Humanities Geography	What is climate? To understand the position and significance of lines of latitude.	Where is Antarctica? To describe the location and physical features of Antarctica.	Who lives in Antarctica? To describe the human features of Antarctica.	Who was Shackleton? To use four-figure grid references to plot Shackleton's route to Antarctica.	Can we plan an expedition around school? To plan a simple route on a map using compass points.	Assessment Week Children will complete a double page spread to show their understanding of the topic.
D&T Cooking & Nutrition: Eating Seasonally	Food around the world To explain why food comes from different places around the world.	Seasonal food To explain the benefits of seasonal foods.	Cutting and peeling To develop cutting and peeling skills.	Tasting seasonal ingredients To evaluate seasonal ingredients.	Making a mock-up To design a mock-up using criteria.	Evaluating seasonal tarts To evaluate a dish.
PSHE	To understand healthy, positive friendships and how they make us, and others feel	To learn about solving disputes and conflict amongst themselves and their peers	To learn about what is meant by 'stereotypes'	To understand importance of having good manners when communicating both online and face-to-face		Assessment Week Children will complete a double page spread to show their understanding of the topic.
PE	To prepare for Charity Fitness	To be able to work effectively within a small group	To attempt to create a group game using small equipment	To develop agility and co-ordination	To negotiate space effectively in group games	To develop co-ordination when running

