

Bloxham CE Primary Half Termly Overview Term 6 2025/26



Be . Build . Become

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p><i>Stimulate and generate:</i> The journal of Iliona</p> <p>L1: To explore the book and develop historical context</p> <p>L2: To describe a Roman setting using sensory language</p> <p>L3: To identify and understand the features of features of a diary</p> <p>L4: To write in character using the diary style</p> <p><i>SPAG focus:</i> <i>First person/ past tense suffix</i></p>	<p>Capture, sift and sort:</p> <p>L5: To vary sentence structure using conjunctions</p> <p>L6: To expand vocabulary using topic words</p> <p>L7: To practise punctuating speech and using commas correctly</p> <p>L8: To plan a historical diary based on an event from the book</p> <p><i>SPAG focus:</i> <i>Pronouns/ Word classes (verbs, adjectives, nouns) prefix</i></p>	<p>Create, refine and evaluate.</p> <p>L9: To write the first draft of a diary entry</p> <p>L10: To revise and improve writing for clarity and accuracy</p> <p>L11: To write and present the final version of the diary entry</p> <p>L12: To present work and reflect on historical understanding and writing</p> <p><i>SPAG focus:</i> <i>Direct speech, fronted adverbials</i></p>	ASSESSMENT WEEK	<p>(Move up day?)</p> <p>Creativity week</p> <p><i>Stimulate and generate:</i> The ancient Romans</p> <p>L1: To gather what we know about the Romans</p> <p>L2: To identify what a non-chronological report is</p> <p>L3: To plan our report: Topic selection</p> <p><i>SPAG focus:</i> <i>Headings, sub headings, factual sentences</i></p>	<p>(Sports Day)</p> <p>Capture, sift and sort:</p> <p>L4: To write an introduction</p> <p>L5: To explore Roman homes and food</p> <p>L6: To explore about Roman entertainment and the army</p> <p><i>SPAG focus:</i> <i>Sentence openers, commas in a list, bullet points</i></p>	<p>Create, refine and evaluate.</p> <p>L7: To write a conclusion and fun fact</p> <p>L8: To edit and improve my report</p> <p>L9: To publish my report</p>
Maths	<p>TIME</p> <p>L1: To tell the time using minutes</p> <p>L2: To read time on a digital clock</p>	<p>TIME</p> <p>L1: To find start and end times to the minute</p> <p>L2: to find a duration between two times</p>	<p>ANGLES AND SHAPES</p> <p>L1: To understand angles as a measure of turn.</p> <p>L2: To understand right angles</p>	ASSESSMENT WEEK	<p>DAY ONE – MOVE UP NEW YEAR</p> <p>L1: to identify and construct parallel and</p>	<p>STATISTICS</p> <p>L1: To interpret pictograms</p> <p>L2: To solve 1- and 2-step problems based</p>	<p>L1/L2: To interpret data that is presented in tables</p>

	<p>L3: to use am and pm</p> <p>L4: To understand what a year is and the days in the months</p> <p>L5: To understand that there is 24 hours in a day including noon and midnight</p>	<p>L3: to compare durations of time.</p> <p>L4: n to measure events (such as a race) in seconds</p> <p>L5: choose the most appropriate unit of measure for different activities.</p>	<p>L3: to recognise angles that are greater than, equal to or less than a right angle.</p> <p>L4: to draw and measure accurately in cm and mms, apply this to 2D shapes.</p> <p>L5: to identify and draw horizontal and vertical lines.</p>		<p>perpendicular lines.</p> <p>L2: To apply their understanding of types of line and angle to the properties of 2D shapes.</p> <p>L3: To identify and sort 3D shapes based on properties of faces, vertices and edges</p> <p>L4: to construct 3D shapes by considering their properties</p>	<p>on information in pictograms</p> <p>L3:To construct pictograms from a table of data</p> <p>L4: To read and interpret bar charts that have a range of scales.</p> <p>L5: To solve a range of 1- and 2-step problems based on the interpretation of bar charts</p>	
Science	L1: To identify light sources and reflectors	L2: To recognise that light from the sun can be dangerous. To make careful observations	L3: To investigate reflective materials (predict and carry out a fair test)	L4: To explore shadows (L1+3)	BLUE REVIEW To investigate the question: Do all objects create shadows?	To investigate shadows over time	To understand how to protect ourselves from the sun
RE Key question- does it matter if a story is true or not?	Engagement: L1: to identify why different perspectives exist	L2: Enquire and Explore: L1: to explore our classes different opinions on a philosophical story	L3: explore the difference between a literal and metaphorical meaning	L4: to reflect on whether a story needs to be 'true' to influence and inspire	BLUE REVIEW	L5: evaluate: to compare and contrast opinions of whether a story needs to be true	L6: to express and explain my ideas
Computing	Programming - events and actions in programs L1: To explain how a sprite moves in an existing project	L2: To create a program to move a sprite in four directions <ul style="list-style-type: none"> I can choose a character 	L3: To adapt a program to a new context <ul style="list-style-type: none"> I can use a programming extension 	L4: To develop my program by adding features <ul style="list-style-type: none"> I can identify additional features 	L5: To identify and fix bugs in a program <ul style="list-style-type: none"> I can test a program against a 	L6: To design and create a maze-based challenge <ul style="list-style-type: none"> I can make design 	E Safety lesson (Copyright and ownership)

	<ul style="list-style-type: none"> I can explain the relationship between an event and an action I can choose which keys to use for actions and explain my choices I can identify a way to improve a program 	<p>for my project</p> <ul style="list-style-type: none"> I can choose a suitable size for a character in a maze I can program movement 	<ul style="list-style-type: none"> I can consider the real world when making design choices I can choose blocks to set up my program 	<p>(from a given set of blocks)</p> <ul style="list-style-type: none"> I can choose suitable keys to turn on additional features I can build more sequences of commands to make my design work 	<p>given design</p> <ul style="list-style-type: none"> I can match a piece of code to an outcome I can modify a program using a design 	<p>choices and justify them</p> <ul style="list-style-type: none"> I can implement my design I can evaluate my project 	
Music	<p>Reflect, rewind and replay</p> <p>L1: Reflect - L'Homme Armé by Robert Morton (Early Music) Rewind and Listen Out! Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Reflect - Composers and Composition (Talvin Singh)</p>	<p>L2: Reflect - Les Tricoteuses (The Knitters) from the Baroque era Rewind and Listen Out! Small People by Ziggy Marley Reflect - Composers and Composition (Gwyneth Herbert)</p> <p>Prepare for a performance of songs and activities</p>	<p>L3: Reflect - The Clock: Il Andante by Franz Joseph Haydn (from the Classical era) Rewind and Listen Out! Vaishnava Jana (Traditional) Reflect - Composers and Composition (Gwyneth Herbert)</p> <p>Prepare for a performance</p>	<p>L4: Reflect - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era) Rewind and Listen Out! Birdsong (Chinese Traditional) Reflect - Composers and Composition (Gwyneth Herbert)</p>	<p>L5: Reflect - Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century) Rewind and Listen Out! We Are Family by Sister Sledge Reflect - Composers and Composition (Gwyneth Herbert)</p>	<p>L6: Reflect - Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz) Rewind and Listen Out! Car Wash by Rose Royce Reflect - Watch a video of our Charanga singers, Kim and Chris</p>	(End of year singing)

	Prepare for a performance of songs and activities from the year.	from the year.	of songs and activities from the year.	Prepare for a performance of songs and activities from the year.	Prepare for a performance of songs and activities from the year.	Prepare for a performance of songs and activities from the year.	
PE	Striking and Fielding: L1: To learn how to score points OAA L1: To develop co-operation and teamwork	Striking and Fielding: L2: To develop batting OAA L2: To develop trust and teamwork	Striking and Fielding: L3: To develop fielding OAA L3: to listen and follow instructions	Striking and Fielding: L4: To understand the role of the bowler OAA L4: To draw and follow a simple map	Striking and Fielding: L5: To develop tactics Sports day prep	SPORTS DAY	Striking and Fielding L6: To apply skills in a game OAA L5: To navigate, orientate and use directions
PSHE	CHANGING ME To understand the changes that happen from birth to full grown in animals	To understand how a baby grows and develops inside a mother	To understand outside body changes	To understand inside body changes	(time with new classes/teacher)	To recognise stereotypical ideas in families	To reflect and identify things I'm looking forward to next year
DT/ Art	Art Mosaics This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile. L1: To gather ideas and practise techniques	L2: To become a mosaic master	L3: To become a mosaic master	L4: To evaluate and critique my work	Creativity week	DT Greenhouse (DT afternoon) This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their	L3: To make a mini greenhouse

						learning to design and construct a mini greenhouse. L1: To research strengthening structures L2: To plan a mini greenhouse	
History	L.I. To understand why the Romans invaded Britain and explain the reasons for their actions	L.I: to understand how the Romans changed Britain and explain the impact of Roman rule	L.I. to explain why the Romans were successful in building and controlling the empire.	Blue Review	Creativity week	Roman Coins visitor	To apply knowledge of the Roman Empire to explain how and why it was successful.
Geography							
MFL	To recognise and recall 5 ice-cream flavours in French.	To recognise and recall 5 more ice-cream flavours in French.	To use the verb 'je voudrais' (I would like) in French.	To construct a question in French to ask for a cone or a pot of ice-cream with the number of scoops wanted.	Creativity week	use all my new knowledge to perform a short role-play and order an ice-cream in French.	To use my French in a role play