

## Bloxham CE Primary Half Termly Overview Term 2 2025/26



Be . Build . Become

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b>	Stimulate and generate: The secrets of Stonehenge. Predict what the text might be. What we might find inside. Immerse in the text and produce a persuasive Poster (SOA)	Capture, sift and sort: Ll: To create word banks that are useful for reports, also subject specific. Ll: Experiment with language – opening/closing. Ll: Look at subheadings-group information into sections. Ll: To use the correct tense for the purpose	Create, refine and evaluate: Ll: to explore features of a non-chronological report Ll: to gather facts for the report Ll: To plan the sections/subheadings of the report Ll: to write a non-chronological report	Create, refine and evaluate: Ll: to write a non-chronological report Ll: To edit and evaluate my report  Stimulate and generate: The Boy with the Bronze Axe Ll: to write instructions (SOA)	Capture, sift and sort: Ll: to use adverbs and adverbial phrases Ll: to use commas correctly Ll: to choose words to create effect	Capture, sift and sort: Ll: to group ideas together into a paragraph Ll: To use speech marks in direct speech Ll: to add increasing detail to a description	Create, refine and evaluate: Ll: to write sentences in a story that make sense Ll: to write a narrative using an appropriate closing to that part of the story
<b>Maths</b>	Unit 3 – Addition and subtraction  Ll: Addition across 100  Ll: Subtract 2 numbers across 10  Ll: Subtract 2 numbers across the 100  Ll: Add a 3 digit and a 2-digit number	Ll: Subtract a 2 digit from a 3-digit number  Ll: Complements to 100  Ll: Estimate answers  Ll: Inverse operations  Ll: Problem solving (2 x lessons)	Unit 4 – Multiplication and Division  Ll: Multiplication – equal groups  Ll: Use arrays  Ll: Multiples of 2  Ll: Multiples of 5 and 10  Ll: Share and regroup	Ll: Multiply by 3  Ll: Divide by 3  Ll: 3 times table  Ll: Multiply by 4  Ll: Divide by 4	Ll: 4 times table  Ll: Multiply by 8  Ll: Divide by 8  Ll: 8 times table  Ll: Problem solving – multiplication and division (x2 lessons)	Ll: Problem solving – multiplication and division (x2 lessons)  Ll: Understanding divisibility  Ll: Understanding divisibility (2)  Ll: Problem solving – any recap of Unit 4 (2 x lessons)	Re-cap and any embedding of unit 3 and 4 where there are gaps. (4 lessons)  Ll: Unit 3 and 4 assessments
<b>Science</b>	HUMAN SKELETAL SYSTEM L1: Bones Describe how humans need the skeleton and muscles for	L2: Joints Set up and carry out some simple, comparative and fair tests, making predictions for what might happen	L3: BLUE REVIEW	L4: Muscles to identify the muscle pairs in the diagram provided and identify the	L5: Skeleton types Identify and group animals that have no skeleton, an internal skeleton (endoskeleton)	L6: Investigation Whole class or group decide on investigation	L7: Carry out/ Conclude investigation

	support, protection and movement			movements they bring about.	and an external skeleton		
<p><b>RE</b></p> <p>Unit 2: Christian Worship</p> <p>Key Question: How does the worldwide Christian family celebrate, worship and mark key events?</p>	<p>LI: To be able to name key events in the life of different Christians</p> <p>Pupils examine a range of photos and videos from festivals from around the world and different cultures. Pupils create a personal timeline of events, celebrations and festivals that they celebrate throughout the year.</p>	<p>LI: to identify key festivals that are important to some Christians</p> <p>Pupils to order important events and festivals in the Christian calendar using a diamond 9, discussing their importance. Pupils then summarise events and festivals in one word, one image or symbol.</p>	<p>LI: to name the main Christian denominations</p> <p>Pupils use a maps, graphs, data and statistics to name some of the different denominations and to plot where they are most/ least common in the world. Pupils to pick one denomination and summarise.</p>	<p>LI: to name similarities and differences between the way key events are celebrated by different denominations</p> <p>Pupils explore how baptism, confirmation, communion and weddings give Christians a sense of belonging. Pupils to select one event and research about what is involved in this life event and how it is similar or different to other Christian denominations</p>	<p>LI: to understand how Christians celebrate Christmas around the world</p> <p>Pupils compare similarities and differences between different denominations and places around the world by: comparing photos, creating Venn/Carroll diagrams, holding silent debates or creating fact files.</p>	<p>LI: to describe what Christmas means and looks like for people from different faiths and worldviews</p> <p>To watch a video and to understand how others view Christmas who are from different faiths or worldviews. To explore what festivals that Christians celebrate that are not Christian. Why? Discuss the cultural element.</p>	Church service
<p><b>Computing</b></p>	<p>Unit 2: <b>Creating Media:</b> Stop frame animation</p> <p>LI: Can a picture move? Learners will discuss whether they think that a picture can move. They will learn about simple animation techniques and create their own animations in the style of flipbooks</p>	<p>LI: Frame by frame</p> <p>In the previous lesson, learners created their own flip book-style animations. In this lesson, they will develop this knowledge and apply it to make a stop-frame animation using a tablet.</p>	<p>LI: What's the story?</p> <p>In this lesson, learners will be introduced to the job of an animator and will start to think like one in planning their creations. Remind the learners of the animations that we created last week and tell them that next week we will use tablets to animate some of</p>	<p>LI: Picture perfect</p> <p>In the previous lesson, learners planned out their own stop frame animations in a storyboard. This lesson, they will use tablets to carefully create stop frame animations, paying attention to consistency.</p>	<p>LI: Evaluate and make it great</p> <p>Last lesson, learners created their own stop frame animations. This lesson, they will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</p>	<p>LI: Lights, camera, action</p> <p>Last lesson, learners perfected their stop frame animations. This lesson, they will add other media and effects into their animations, such as music and text.</p>	Church service

	(flick books) using sticky notes.		our own stories. Tell the learners that during this lesson they will create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation next week				
<b>Music</b>	<p>Glockenspiel stage 1</p> <p>This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel.</p> <p>Ll: Practise notes E,D</p> <p>Perform/share the learning from this step</p>	<p>Ll: Play notes E, D</p> <p>Perform/share the learning from this step</p>	<p>Ll: Exploring notes C and D</p> <p>Perform/share the learning from this step</p>	<p>Ll: Exploring notes D,E,F</p> <p>Perform/share the learning from this step</p>	<p>Ll: Exploring Notes C,D,E,F</p> <p>Perform/share the learning from this step</p>	<p>Ll: performing a composition using the glockenspiel</p> <p>Perform/share the learning from this step</p>	<p>Christmas songs</p>
<b>PE</b>	<p>SWIMMING/Yoga: To explore poses that challenge my balance</p> <p>Ball skills: To develop dribbling skills with hands and feet.</p>	<p>SWIMMING/Yoga: To create a flow using poses that challenge my balance</p> <p>Ball skills: To develop tracking and catching skills.</p>	<p>SWIMMING/Yoga: To explore poses that challenge my flexibility</p> <p>Ball skills: To develop tracking and throwing skills.</p>	<p>SWIMMING/Yoga: To create a flow using poses that challenge my flexibility</p> <p>Ball skills: To develop tracking and kicking skills.</p>	<p>SWIMMING/Yoga: To explore poses that challenge my strength</p> <p>Ball skills: To track a ball that is not sent directly to me.</p>	<p>SWIMMING/Yoga: To create a flow using poses that challenge my strength</p> <p>Ball skills: To apply sending and receiving skills in games</p>	<p>SWIMMING/Yoga: To create my own flow</p> <p>Ball skills :assess and review – pupil voice</p>
<b>PSHE</b>	<p>CTD FROM LAST TERM:</p>	<p>To Understand that everybody's family is different and important to them</p>	<p>Witness and feelings</p>	<p>Witness and solutions I know that witnesses can</p>	<p>Words can harm I recognise that some words can</p>	<p>I can reflect about a time when the words I used caused harm and</p>	<p>Assess and review – what have we learnt?</p>

	Rights and responsibilities - and co-operation	To understand about differences and conflicts within a family	I know what it means to be a witness to bullying	make a situation better or worse	be used in hurtful ways	the consequences of this	
<b>Art</b>	<p><b>Art – Colour theory</b></p> <p>Build on y2 project building colour.</p> <p>Looking at colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours, analogous colours and how artists use colour in their artwork.</p> <p>Ll: Colour theory</p> <p>The colour wheel</p>	<p>Ll: Comparing works of art</p> <p>Colours in art - Identify, mix and use contrasting coloured paints.</p>	<p>Ll: collecting colours</p> <p>Compare and contrast - Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p>Evaluate Art units</p> <p>Ll: I can evaluate my work.</p>			
<b>History</b>	L.I. To compare life in the Stone Age to life in the Bronze Age.	L.I. To identify Features of an Iron Age Hill fort	END OF HISTORY UNIT				
<b>Geography</b>			L.I. To locate countries on a map.	L.I. To locate human and physical features in the UK	L.I. To describe the characteristics of a major UK City (Birmingham local study)	L.I. To explain how we can reduce our 'Carbon footprint'	L.I. To investigate 'How land is used in our local area. (Local area study)

<b>MFL</b>	In this lesson pupils will be introduced to the Francophone world and French as a subject on their curriculum.	In this lesson pupils will learn how to use key greetings, as well as ask and answer the question 'how are you?' in the foreign language.	In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.	In this lesson pupils will learn how to recognise, recall and spell numbers 1-10 in the foreign language.	In this lesson pupils will learn how to recognise, recall and spell 10 different colours in the foreign language.	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	Make French Christmas Card
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