

### Bloxham CE Primary Half Termly Overview Term 3 2025/26

Year Group	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<ul style="list-style-type: none"> <li>- Hook day – To begin to collect ideas for writing through a sensory experience (River Walk to the Gog's).</li> <li>- To sentence build using adjectives, verbs and adverbs focusing on ambitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- To plan and write a river themed kenning SOA</li> <li>- To read, explore and identify features of a variety of poems about rivers including metaphors and interesting language choices</li> <li>- To express an opinion about the poems you have studied</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to plan the structure of my poem</li> <li>- To plan and draft ideas for my poem on a river theme</li> <li>- To write a poem (first draft)</li> <li>- To edit and improve and publish focusing on legible and consistent cursive handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>- To ask questions and predict the theme of a text</li> <li>- To express an opinion about a text I have read</li> <li>- To use technical vocabulary</li> <li>- To use a larger range of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>- To collect technical vocabulary and subject specific language</li> <li>- To explore explanation texts and identify features</li> <li>- To write an introduction for an explanation text</li> </ul>	<ul style="list-style-type: none"> <li>- to plan and write an explanation text about the water cycle</li> <li>- To Include a scientific diagram labelled appropriately</li> <li>- To edit and improve</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Factor Pairs</li> <li>- Multiply and divide by 10</li> <li>- Multiply and divide by 100</li> <li>- Related facts - multiplication</li> </ul>	<ul style="list-style-type: none"> <li>- Related facts – division</li> <li>- Multiply and add</li> <li>- Informal Written Methods</li> <li>- Multiply 2 digits by 1 digit</li> </ul>	<ul style="list-style-type: none"> <li>- Multiply 3 digits by 1 digit</li> <li>- Solve Multiplication Problems</li> <li>- Basic Division</li> <li>- Division and Remainders</li> </ul>	<ul style="list-style-type: none"> <li>- Divide 2 digit number</li> <li>- Divide 3 digit numbers</li> <li>- Correspondence Problems</li> <li>- Efficient Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>- Measure in km and m</li> <li>- Perimeter on a grid</li> <li>- Perimeter of a rectangle</li> <li>- Perimeter of rectilinear shapes</li> <li>- Perimeter of Polygons</li> </ul>	<ul style="list-style-type: none"> <li>- Count beyond 1 (fractions)</li> <li>- Partition a mixed number</li> <li>- Number lines with mixed numbers</li> <li>- Compare and order mixed numbers</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- To group and sort materials into solids, liquids or gases</li> </ul>	<ul style="list-style-type: none"> <li>- To explore some materials that are hard to classify or don't classify fully as solid liquid or gas.</li> </ul>	<ul style="list-style-type: none"> <li>- To use scientific vocabulary to report and answer questions about your findings, based on evidence collected</li> </ul>	<ul style="list-style-type: none"> <li>- To draw simple conclusions and identify next steps, improvements and further questions.</li> </ul>	<ul style="list-style-type: none"> <li>- To observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in</li> </ul>	<ul style="list-style-type: none"> <li>- To conduct a scientific investigation looking at the size of particles and the flow of multiple solids.</li> </ul>



					degrees Celsius (°C) at which materials change state.	
<b>RE update</b>						
	- What is Hinduism?	- Do Hindus believe in one God?	- What is the Trimurti?	- How do stories help Hindus understand God?Blue Review	- What do Hindus believe about Creation?	-What qualities does the Hindu God have and what symbols are used?
<b>Computing</b>	- To identify that accuracy in programming is important	- To create a program in a text-based language	- To explain what 'repeat' means	- To modify a count-controlled loop to produce a given outcome	- To decompose a task into small steps	- To create a program that uses count-controlled loops to produce a given outcome
<b>Music</b>	- <b>Introducing Samba!</b> Body percussion and rotating Samba instruments	- <b>Building the Groove</b> Body percussion and rotating Samba instruments	- <b>Adding More Instruments</b> Body percussion and rotating Samba instruments	- <b>Samba Break</b> Body percussion and rotating Samba instruments	- <b>The Groove with Samba Break</b> Body percussion and rotating Samba instruments	- <b>Moving, Mastering and Arranging</b> Body percussion and specialised Samba instrument
<b>Games</b> <b>Outdoor Hockey</b>	To develop attacking skills with accuracy and control.	To develop attacking skills to maintain possession	To use attacking skills to beat a defender.	To use defending skills to delay an opponent and gain possession	To apply attacking skills to move towards goal and find space.	To apply skills and knowledge to compete in a tournament.
<b>PE</b> <b>Indoor Dance Plus Swimming</b>	- To learn and create dance moves in the theme of carnival.	- To develop a carnival dance using formations, canon and unison.	- To develop a dance phrase and perform as part of a class performance.		-	<b>NOTE THE LESSON SEQUENCE FOR DANCE WILL BE ADAPTED TO ALLOW FOR SWIMMING SESSIONS</b>
<b>PSHE (P)</b>	Dreams and Goals					
	- Hopes and Dreams	- Broken Dreams	- Overcoming Disappointment	- Creating New Dreams	- Achieving Goals	- We Did it!
<b>Art</b>	- To Choose an interesting or unusual perspective	- To Explain the significance of art, architecture or	- To Use the properties of pen, ink and charcoal to	- To Develop techniques through experimentation to	- To study Significant animal artists include George	- To Create a series of sketches over time to develop



	or viewpoint for a landscape.	design from history and create work inspired by it.	create a range of effects in drawing.	create different types of art.	Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst	ideas on a theme or mastery of a technique
<b>DT</b>						
History						
<b>Geography</b>	<ul style="list-style-type: none"> <li>- To describe and compare aspects of physical features Specifically Rivers.</li> <li>- To create a glossary of terms related to Mountains and Rivers</li> </ul>	<ul style="list-style-type: none"> <li>- To study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</li> </ul>	<ul style="list-style-type: none"> <li>- To name and locate rivers of the world</li> </ul>	<ul style="list-style-type: none"> <li>- To explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- To use specific vocabulary and diagrams to explain the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>- To describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.</li> </ul>
<b>MFL (P) update</b>	<ul style="list-style-type: none"> <li>- To revise basic greetings and learn how to ask and answer the question 'how are you?' in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>- To 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.</li> </ul>	<ul style="list-style-type: none"> <li>- To consolidate numbers 1-10 and progress to learning 11-20 in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>- To consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn how to ask and answer the question 'where do you live?' in the foreign language and to be introduced to simple adjectival agreement (adding -e to the end of an adjective make it feminine to match the noun), finishing the unit with a short presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- To revise and consolidate all language covered in the unit and complete the end of unit assessment.</li> </ul>