

## Bloxham CE Primary Half Termly Overview Term 4 2025/26



Be . Build . Become

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p>Stimulate and generate: The Sound Collector- Appreciate and perform the poem. I can identify the structure of a poem I can write a poem that makes sense (SOA)</p> <p><b>Reciprocal read</b></p>	<p>Capture, sift and sort:</p> <p>I can choose words for effect- nouns, verbs, adjectives.</p> <p>I can identify the structure of a poem</p>	<p>Create, refine and evaluate.</p> <p>I can write a poem that makes sense- write a colour Poem based on the Sound Collector</p>	<p>Stimulate and generate: The Dark Suspense</p> <p>I can identify themes in a suspense story</p> <p>I can identify repeated phrases</p>	<p>Capture, sift and Sort:</p> <p>I can use language styles, including expanded noun phrases and personification to create suspense.</p> <p>I can use commas in phrases correctly</p>	<p>Create, refine and evaluate.</p> <p>I can plan and write and edit in the style of suspense writing.</p>
<b>Maths</b>	<p><b><u>Unit 8: Fractions</u></b></p> <p>Lesson 1: To understand the denominator of unit fractions</p> <p>Lesson 2: To compare and order unit fractions</p> <p>Lesson 3: To understand the numerator of non-unit fractions</p> <p>Lesson 4: To understand the whole</p> <p>Lesson 5: To compare and order non-unit fractions</p>	<p>Lesson 6: To understand divisions on a number line</p> <p>Lesson 7: To count in fractions on a number line</p> <p>Lesson 8: To show equivalent fractions as bar models</p> <p>Lesson 9: To show equivalent fractions on a number line</p> <p>Lesson 10: To understand equivalent fractions</p>	<p><b><u>Unit 9: Mass</u></b></p> <p>Lesson 1: To learn how to use scales</p> <p>Lesson 2: To measure mass</p> <p>Lesson 3: To measure mass in g and kg</p> <p>Lesson 4: To understand equivalent masses</p> <p>Lesson 5: To compare mass</p>	<p>Lesson 6: To add and subtract mass</p> <p>Lesson 7: To problem solve</p> <p><b><u>Unit 10: Capacity</u></b></p> <p>Lesson 1: To measure capacity and volume in litres and millilitres</p> <p>Lesson 2: To measure in litres and millilitres</p> <p>Lesson 3: To learn about equivalent capacity and volumes.</p>	<p>Lesson 4: To compare capacity and volume</p> <p>Lesson 5: To problem solve (capacity)</p> <p><b><u>Unit 11: Fractions (2)</u></b></p> <p>Lesson 1: To add fractions</p> <p>Lesson 2: To subtract fractions</p> <p>Lesson 3: To partition the whole</p>	<p>Lesson 4: To add and subtract fractions</p> <p>Lesson 5: To learn about unit fractions</p> <p>Lesson 6: To learn about non-unit fractions</p> <p>Lesson 7: To be able to reason with fractions of an amount.</p> <p>Lesson 8: To be able to problem solve (using fractions of measures)</p>
<b>Science</b>	L1: To understand what a force is and to	L2: To understand frictional forces	Science trip to Oxford	L4: To understand magnetism is a non contact force and	L5: Blue Review	

	investigate and measure forces			investigate a range of magnets	L5: To compare and group materials based on their magnetic properties	
<b>RE</b>	<p>ODBE - Unit 4 Key question: Does Art help with understanding stories?</p> <p>FOCUS OF STUDY: Holy week and depictions of Jesus to explore the key events and what type of person Jesus was.</p> <p>L1: To sequence the events of Holy week</p>	<p>L1: To reflect and answer questions about an event in Holy week using as Art as a focus</p> <p>L2: Entering Jerusalem</p>	L3: Washing of the feet	L4: Jesus' crucifixion and resurrection	L5: Blue review	
<b>Computing</b>	<p><b>Branching Databases:</b> To understand what one is and how to use them.</p> <p>L1: Esafety lesson</p>	L2: To understand yes or no questions and make groups	L3: Create a branching database	L4: Structure a branching database	L5: Planning a branching database	
<b>Music</b>						
<b>PE</b>	<p><b>Gymnastics:</b> <b>L1:</b> To create point and patch balances</p> <p><b>Tennis:</b> <b>L1:</b> to develop racket and ball control</p>	<p><b>Gymnastics:</b> <b>L3:</b> To develop stepping into shape jumps</p> <p><b>Tennis:</b> <b>L2:</b> to develop rallying with a forehand</p>	<p><b>Gymnastics:</b> <b>L5:</b> To develop straight, barrel and forward roll</p> <p><b>Tennis:</b> <b>L3:</b> to develop returning the ball with a forehand</p>	<p><b>Gymnastics:</b> <b>L7:</b> To transition into and out of balances with control</p> <p><b>Tennis:</b> <b>L4:</b> to develop using the backhand</p>	<p><b>Gymnastics:</b> <b>L9:</b> To create matching and contrasting sequences</p> <p><b>Tennis:</b> <b>L5:</b> to play a game using simple rules and scoring</p>	
<b>PSHE</b>	L1: To understand how exercise affects my body	L2: To understand how exercise affects the important organs	L3: To explore attitude and knowledge about drugs	L4: To understand that things, people and places can be unsafe	L5: To recognise that some medicines and substances in the house can be harmful	
<b>Art/ DT</b>	<p><b><u>Art – People and places</u></b> Figure drawing and studying LS Lowry (urban landscape)</p>	L2: Figure drawing	L3: Completing LS Lowry – style artwork with evaluation	L4: Completing LS Lowry – style artwork with evaluation	<p><b><u>DT – Making it move</u></b> This project teaches children about cam mechanisms. They experiment with different shaped cams</p>	

	L1: Drawing in detail				before designing, making and evaluating a child's automaton toy  Designing an automaton toy  (As a science standalone lesson) Make an automaton toy  <b>DT day</b>	
<b>History</b>						
<b>Geography</b>	Blue Review	L.I. To explain the physical processes that cause earthquakes	L.I. To understand the short and long term effects of an earthquake	L.I. To understand how a tsunami would begin (Practical outside)	L.I. To explain what causes tornadoes and the effect they have	Blue Review
<b>MFL</b>	L1: I will learn how to recognise, recall and remember 5 common instruments with their definite articles/determiners in the foreign language.	L1: I will learn how to recognise, recall and remember a further 5 different instruments with their definite articles/determiners in the foreign language.	L1: I will consolidate all 10 instruments learnt in the foreign language, with a particular focus on the spellings.	L1: I will further consolidate all 10 instruments in the foreign language with a particular focus on the role of the definite article/determiner.	L1: To understand the verb 'to play (an instrument)' in the 1st person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language.	