

Bloxham CE Primary Half Termly Overview Term 3 2025/26



Be . Build . Become

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Stimulate and generate: Create word banks through looking at fireworks. Engage with the book and characters. Write a diary extract</p> <p>Reciprocal read: Lost Happy Endings (Picture book – Fiction)</p>	<p>Capture, sift and sort: Read descriptions of the firework makers, collect details and descriptions and create a fact file</p>	<p>Capture, sift and sort: Look at the features of newspapers. The 5Ws. Understand the difference between direct and reported speech. Sequence events into paragraphs.</p>	<p>Create, refine and evaluate. WAGOLL: Shared or class write a newspaper report</p>	<p>Create, refine and evaluate. Independent writing – report on Lyra. Create the content, the layout and then publish together</p>	<p>Edit and refine and evaluate</p>
Maths	<p><u>Unit 6: Multiplication and division</u></p> <p>Lesson 1 L.I. To multiply by 10</p> <p>Lesson 2 LI: To complete related calculations</p> <p>Lesson 3: L.I. To use reasoning for multiplication</p> <p>Lesson 4: L.I. To multiply 2 digits by 1 digit</p>	<p>Lesson 5 L.I. To multiply 2 digits by 1 digit exchange</p> <p>Lesson 6 LI: To complete an expanded written method.</p> <p>Lesson 7: L.I. To link multiplication and division.</p> <p>Lesson 8: L.I. To divide 2 digits by 1 digit (no exchange)</p> <p>Lesson 9: L.I. To divide 2 digits by 1 digit – flexible partitioning</p>	<p>Lesson 10 L.I: To divide 2 digits by 1 digit – with remainders.</p> <p>Lesson 11 : L.I. To find different ways of multiplying and dividing</p> <p>Lesson 12: L.I. To be able to problem solve.</p> <p>Lesson 13: L.I. To complete end of unit check</p>	<p><u>Unit 7: Length and perimeter</u></p> <p>Lesson 1 L.I. To measure in M and CMs</p> <p>Lesson 2 LI: To measure in CMs and MMs</p> <p>Lesson 3: L.I. To learn about M, CM, MMs</p> <p>Lesson 4: L.I. To find equivalent lengths (M and CMs)</p> <p>Lesson 5: L.I. To find equivalent lengths (CMs and MMs)</p>	<p>Lesson 6: To compare lengths</p> <p>Lesson 7: To add lengths</p> <p>Lesson 8: To subtract lengths</p> <p>Lesson 9: To measure perimeter</p> <p>Lesson 10: To calculate perimeter</p>	<p>Lesson 11: To complete end of unit check</p> <p><u>Unit 8: Fractions</u></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>
Science	<p>L.I. To sort and classify different types of rocks</p>	<p>L3: To identify how fossils are formed.</p>	<p>L4: To understand the importance of Mary Anning's work</p>	<p>L5: To investigate soils from the local environment.</p>	<p>L5: Blue Reveiw</p>	<p>L6: To draw conclusions from the investigation</p>

	(Identifying and sorting investigation)					
RE	Key question for this enquiry: Could Jesus really heal people? Engagement: L1: To understand how people can feel better if they are poor.	L2: Investigation To understand the word 'miracle' and what a miracle might be	L3: Investigation To explore some of the miracles that Jesus performed- The Story of Jesus healing the Blind man'	L4: Investigation To explore some of the miracles that Jesus performed- The Story of Jesus healing the paralysed man. Discuss if stories have to be true?	L5: Evaluation To reflect on the Key Q using the stories ask the children to explain what Christians might believe happened in the stories	L6: Expression Do you believe in miracles? Explore this with other examples.
Computing	<u>Programming A: Sequencing sounds</u> L1: E-Safety	L2: To explore a new programming environment (Using Scratch)	L3: To identify that commands have an outcome	L4: To explain that a program has a start	L5: To recognise that a sequence of commands can have an order.	L6: To change the appearance of my project.
Music	<u>Compose using your imagination</u> Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell? <i>How Does Music Make the World a Better Place?</i> L1: Your imagination (Part 1 – Song) POP	L2: Your imagination (Part 2 – Song) POP	L3: You're a shining star (Part 1 – Song) POP BALLAD	L4: You're a shining star (Part 2 – Song) POP BALLAD	L5: Music makes the world go round (Part 1 – Song) MUSICALS	L5: Music makes the world go round (Part 2 – Song) MUSICALS
PE	Dance: L1: Machines: To create actions in response to stimulus and move in unison Fitness: L1: To understand how balance helps us	Dance: L2: Machines: To create actions to move in contact with a partner or interact with partner Fitness: L2: To understand how co-ordination helps us	Dance: L3: Machines: To select and link appropriate actions and dynamics to show our ideas Fitness: L3: To understand how strength helps us	Dance: L7: Country and Western: To use straight pathways/change in direction Fitness: L4: To understand how speed helps us	Dance: L8: Country and Western: To use canon and unison Fitness: L5: To understand how agility helps us	Dance: L9: Country and Western: To use different formation considering the audience Fitness: L6: To understand how stamina helps us

PSHE	Dreams and Goals I can tell you about a person who has faced challenges and achieved success	Dreams and Ambitions. I can identify a dream or ambition that is important to me	New challenge. I can enjoy facing new learning challenges and work out the best way to achieve success.	Our New challenge. I can use my strengths as a learner to achieve the challenge	Overcoming Obstacles. I can manage the feelings of frustration	Celebrating my learning. I can evaluate my own learning and how it can be improved
Art	Ammonite: <i>This project teaches children about artistic techniques used in sketching, printmaking and sculpture.</i> Ll: To explore the patterns in Ammonites Digital lenses are used to zoom in to the patterns formed on Ammonites. Sketches are used to record the findings	Ll: To accurately record from observation Children will use pen and ink to develop their initial sketches.	Ll: To develop a motif using the Fibonacci sequence as inspiration A patterned motif will be produced for the printing file in preparation for next week's lesson.	Ll: To make a 2 coloured print Children will create their printing tile from the pattern they produced the previous week and used 2 colours to print with it.	Ll: To create a 3-D form of an ammonite Clay will be used to create their own version if an ammonite using their sketches and images for inspiration	Ll: To photograph and edit a piece of work to create a different outcome The clay work will be photographed and edited to create a different visual outcome. Children will evaluate their work.
History						
Geography	Lesson 1: Earth's layers and tectonic plates. L.I. To understand what a plate tectonic is.	Lesson 2: What is a volcano?	Lesson 3: Volcano types and the ring of fire?	L.I Lesson 4 Volcano experiment (Volcanic eruptions and their effects)	Lesson 5 Blue Review	Lesson 6: Pompeii a city frozen in time?
MFL	In this lesson pupils will learn how to name and remember five animals in French with the correct indefinite article/determiner.	In this lesson pupils will learn how to name and remember five more animals in French with the correct indefinite article/determiner	In this lesson pupils will consolidate all ten nouns for animals in French and will start to attempt to spell these words.	To explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in French	To become more familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be).	To revise all languages covered so far and to complete the end of unit assessment.