

Bloxham CE Primary Half Termly Overview Term 5 2025/26



Be . Build . Become

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p><i>Stimulate and generate:</i> Nonsense Limericks</p> <p>Ll: To discuss what a Limerick is</p> <p>Spag - Adverbial phrases</p> <p>Ll: To discuss what a limerick is</p> <p>Ll: To explore nonsense vocabulary</p>	<p><i>Capture, sift and sort:</i></p> <p>Ll: To build a limerick together</p> <p>SPAG - Subordinating conjunctions</p> <p>Ll: To plan and draft a limerick</p> <p>Ll: To edit and improve my limerick</p>	<p><i>Create, refine and evaluate.</i></p> <p>Ll: To perform and publish my limerick</p> <p>SPAG - Nouns using prefixes</p> <p><i>Stimulate and generate:</i> Revolting Rhymes, comedy poetry</p> <p>Ll: To identify key features of a parody</p> <p>Ll: To explore rhythm and rhyme in narrative poems</p>	<p>Ll: To explore and create twisted character descriptions</p> <p>SPAG: Coordinating conjunctions</p> <p><i>Capture, sift and Sort:</i></p> <p>Ll: To explore sentence types and use them for comic effect</p> <p>Ll: To explore sentence types and use them for comic effect</p>	<p>Ll: To plan a revolting rhyme based on a familiar tale</p> <p>SPAG - Word families</p> <p><i>Create, refine and evaluate.</i></p> <p>Ll: To write a revolting rhyme based on a familiar tale</p> <p>Ll: To continue the rhyme and add a humorous twist</p>	<p><i>Ll: To edit and improve my revolting rhyme</i></p> <p>SPAG - prepositions</p> <p><i>Ll: To publish and perform my revolting rhyme (2 lessons)</i></p>
Maths	<p>MASS</p> <p>L1: to add and subtract mass</p> <p>L2: To solve problems with mass</p> <p>L3: End of unit check</p> <p>L4: to measure capacity in L and ml</p>	<p>CAPACITY</p> <p>L1: To understand equivalent capacity</p> <p>L2: To compare capacities</p> <p>L3: To add and subtract capacities</p> <p>L4: To problem solve with capacities.</p> <p>L5: End of unit check</p>	<p>FRACTIONS</p> <p>L1: To add fractions</p> <p>L2: To subtract fractions</p> <p>L3: To partition the whole</p> <p>L4: To problem solve with fractions</p> <p>L5: To understand a unit fraction of a set amount</p>	<p>FRACTIONS</p> <p>L1: To understand non- unit fractions of a set amount</p> <p>L2: To reason with fractions</p> <p>L3: To problem solve with fractions</p> <p>L4: End of unit check</p>	<p>MONEY</p> <p>L1: To understand £ and p</p> <p>L2: To convert £ and p</p> <p>L3: To add money</p> <p>L4: To subtract money</p> <p>L5: To find change</p>	<p>TIME</p> <p>L1: To understand Roman numerals</p> <p>L2: To tell the time to 5 minutes</p> <p>L3: To tell the time using minutes</p> <p>L4: To read time on a digital clock</p> <p>L5: to use am and pm</p>
Science	<p>L1: To understand the functions of different parts of flowering plants</p>	<p>L2: To understand what a plant might need to grow – to plan and set up a fair investigation</p>	<p>L3: To understand the way in which water is transported within plants.</p>	<p>L4: To understand the life cycle of a plant including pollination and seed dispersal</p>	<p>L5: Blue Review</p>	<p>L6: To draw conclusions from their ongoing investigations</p>
RE	<p>Key question for this enquiry:</p>	<p>L2: To understand how the Qur'an was</p>	<p>L3: To understand how the Qur'an is treated and used</p>	<p>L4: To understand what the main teachings of the Qur'an are</p>	<p>L5: Blue Review Recap and reflect on Lessons 1-4</p>	<p>L6: To compare what I have learnt about</p>

	<p>What is the Qur'an and why do many Muslims try to learn it by heart? L1: To understand what the word 'sacred' means</p>	<p>created and how it is structured.</p>				<p>the Qur'an with the Bible</p>
<p>Computing</p>	<p>E safety lesson</p>	<p>Creating media - Desktop publishing</p> <p>L1: Words and pictures - learners will become familiar with the terms 'text' and 'images' and understand that text and images need to be used carefully to communicate messages clearly.</p>	<p>L2: Can you edit it? - In this lesson we will look at desktop publishing. Learners will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored and learners will be taught how to type age-appropriate punctuation marks.</p>	<p>L3: Great Template - Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' within desktop publishing software. The learners will create their own magazine template, which they will add content to during the next lesson.</p>	<p>L4: Becoming a designer - In this lesson, learners will add their own content (text and images) to the magazine templates they created in lesson 3. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover. Images will be added from within the search facility in Canva.</p>	<p>L5: Lay it out - In this lesson, learners will think about the different ways information can be laid out on a page. They will look at a range of page layouts such as letters and newspapers, and begin to think about the purpose of each of these.</p>
<p>Music</p>	<p>Bringing us together</p> <p>L1: Start to learn the song bringing us together</p>	<p>L2: Perform the song by singing it</p> <p>Good Times by Nile Rodgers</p>	<p>L3: Use instruments to complement the song</p> <p>Ain't Nobody by Chaka Khan</p>	<p>L4: Sing and play instruments to accompany the song</p> <p>We Are Family by Sister Sledge</p>	<p>L5: Perform the song with singing and instruments</p> <p>Ain't No Stopping Us Now by McFadden and Whitehead</p>	

PE	Athletics: L1: to develop my sprinting technique L2: to develop techniques for relay	Athletics: L3: to develop throwing for accuracy L4: to practise my target throwing (sports day event)	Athletics: L5: to develop jumping techniques with different take off positions and safe landing L6: to develop throwing for distance	Athletics: L7: To take part in an Intra house event (Quad kids)	Athletics: L8: to develop stamina (middle distance run) L9: practise sports day events - skipping/ group for houses	Sports day/ House events Balance and co-ordination L10: Obstacle L11: Skipping/egg and spoon/hurdles
PSHE	L1: To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	L1: to identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	L1: I know and can use some strategies for keeping myself safe online	L1: to explain how some of the actions and work of people around the world help and influence my life	L1: to understand how my needs and rights are shared by children around the world and can identify how our lives may be different	L1: To know how to express my appreciation to my friends and family
Art	Beautiful Botanicals L1: To create an observational sketch of a flower	L1: To add shading and detail to our botanical sketches	L1: To create colour swatches and watercolour botanical illustrations	To collect and press flowers	To create a cyanotype	To evaluate my work
History						
Geography						
MFL	L1: to recognise, recall and spell five different verbs in the foreign language.	L1: to consolidate the five verbs from the last lesson and will learn how to recognise, recall and spell a further five verbs in the foreign language.	L1: to consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French	L1: to consolidate all knowledge from the last three lessons and will progress to learning how to use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language.	L1: To use the conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they can and cannot do.	L1: To revise and consolidate all language covered in the unit and complete the end of unit assessment.