

Year 3 Termly Overview – AUTUMN TERM 1

THE UK, MANOR AND ME

What makes me and my community unique?

<p>Big Impact Event A trip around the UK using maps. Each classroom and outdoor classroom themed as one of the countries of UK focusing on geography, art and music. Design postcard to take home.</p>	<p>Celebration of Learning Parent work viewing and sharing of Geography quiz. Quiz with buddies</p>
<p>Science - Magnets</p> <ul style="list-style-type: none"> • Magnets exert attractive forces on some metals • Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force. It is called a non-contact force • Each end of a magnet is called a pole, opposite poles are called north and south. • Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). • Magnets exert repulsive forces on each other when the poles facing each other are the same. • The strength of magnetic forces is affected by: <ul style="list-style-type: none"> • The strength of the magnet. • The distance between the magnet and the object. • The material the object is made from. <p>Longitudinal Study – How does a habitat change over time?</p>	<p>PSHE +C Keeping & Staying Safe:</p> <ul style="list-style-type: none"> • Know ways to keep yourself and others safe • Be able to recognise risky situations • Be able to identify trusted adults around you • Understand the differences between safe and risky choices • Be able to recognise a range of warning signs • Be able to spot the dangers we may find at home • Know the importance of listening to our trusted adults • Be able to understand ways we can keep ourselves and others safe at home • Know the differences between safe and risky choices <p>Keeping & staying healthy</p> <ul style="list-style-type: none"> • Know, understand, and be able to practise simple safety rules about medicine • Understand when it is safe to take medicine • Know who we can accept medicine from • Understand the differences between healthy and unhealthy choices
<p>Geography - The UK</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technology • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
<p>Music – Listening No Place Like Home</p> <ul style="list-style-type: none"> • Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre • Begin to identify how rhythm patterns fit to a steady beat and count steady beats in groups of 2s, 3s and 4s 	<p>Computing – E Safety and Computing at Manor</p> <ul style="list-style-type: none"> • Logging on to different programs used at Manor Junior School • Explain the term 'identity' • Explain how people can represent themselves in different ways online. • Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
<p>Art and Design- Art History - Sir Frank Bowling Painting.</p> <ul style="list-style-type: none"> • Demonstrate increasing control with the types of marks made with a variety of painting tools e.g. a range of brushes. • Experiment with different effects and textures e.g. blocking, washes, thickened paint. • Know where each primary and secondary colour sits on the colour wheel. • Mix primary, secondary and tertiary colours and begin to use light and dark to create tints and shades. • Create paintings from observation. • Begin to select the media and predict the outcomes. • Begin to work on a range of scales e.g. thin brush for a small picture. • Look at paintings of other artists and relate to their own work. 	
<p>PE and Games – Dance and Games</p> <ul style="list-style-type: none"> • Use different movement patterns effectively when performing. a traditional dance, focusing on travelling and turning • Perform dances using simple movement, patterns, focusing on timing (pulse, rhythm) travelling, turning and gesture • Perform dance using a range of movement patterns • Explore the skills/techniques that encompasses basic agility, balance and coordination. • Consider the relationships of heart and breathing rates. • Explore the skills / techniques of passing and receiving a ball and the skills/techniques of throwing and catching. • Explore the tactics and principles of defending and attacking (netball and football) 	<p>MFL – Greetings, Numbers 1-12 and Colours</p> <ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. • Communicate with others using simple words and short phrases covered in the units. • Read familiar words and short phrases accurately by applying knowledge from Language Angels on a few key sounds Understand the meaning in English of short words I read in the foreign languages. • Write familiar words & short phrases using a model or vocabulary list • Start to understand the concept of noun gender and the use of articles. • Use the first person singular version of high frequency verbs.
<p>RE, Geography and DT- not covered this half term</p>	<p>Enrichment Opportunities e.g., outdoor learning Local Walks– Cove Brook (Map work) Fernhill Road (Land use) Time with Year 6 buddies and exploring our school. Fairy Tale Dress Up Day Science Fair – Magnets</p>