| **Science**  **Light**   * Identify the difference between light sources and non light sources * Explore the light that comes from the sun and how to stay safe * explore materials which are reflective * Discover how shadows are formed * Investigate how shadows change throughout the day * Investigate how you can change the size of a shadow | **Music**  **Jazz**   * Explain what ragtime is. * Play on the ‘off beat’ and sing a syncopated rhythm. * Play a call and then improvise a response. * Improvise or compose a scat singing performance with sounds and words. * Compose and play a jazz motif fluently, using swung quavers. * Play a swung rhythm using a tuned percussion instrument.   **Traditional instruments and improvisation (Theme: India)**   * Verbalise feelings about music and identify likes and dislikes. * Read musical notation and play the correct notes of the rag. * Improvise along to a drone and tal. * Play a rag and tal accurately alongside a drone. * Sing accurately from musical notation and lyrics. * Sing and play in time with others with some degree of accuracy and awareness of each other’s parts. | **Spanish**  **Where do you live in Spain?**   * Name places in Spain using key phonemes. * Practise answering questions about who I am and where I live. * Use a bilingual dictionary to identify nouns and their gender. * Listen for key information about where people live. * Read and interpret information from a short descriptive text. * Compose a short, written paragraph to introduce yourself.   **Journey around Latin America**   * Identify and pronounce Spanish-speaking countries in Latin America. * Speak in short phrases to describe travel plans. * Recognise and use the prepositions en and a when describing travel. * Say the days of the week as part of a sentence in Spanish. * Compose a travel diary in Spanish. * Perform a travel diary in Spanish. |
| --- | --- | --- |
| **History**  **Ancient Egyptians:**  · the significance of the River Nile  · Ancient Egyptian daily life and beliefs  · Ancient Egyptian pyramids  · Ancient Egyptian inventions including hieroglyphics, medicine and shipbuilding  the life of Tutankhamun | ***Brackenwood Junior School***  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  ***Y3***  ***Summer Overview*** | **PE**  **Cricket**   * Assume a ready position when fielding * How to grip a bat * How to grip a ball when bowling * Positioning oneself when wicketkeeping * Tactics when batting * Effective communication with teammates when fielding   **Personal Challenges**   * Why is core strength important in most sports * Assume a ready position when throwing and catching * To move with my head up and at a steady pace * Develop all-around strength for my body   **Football**   * How to receive a pass * Utilising different parts of the foot when dribbling * To get the ball outwide and use the full pitch effectively * Defending in a 1v1 situation * How to attack decisively * Defending in a side-on stance   **Hockey**   * How to hold the stick * Importance of close control * Push passing * How and when to jab tackle * How to create an effective team strategy |
| **Geography**  **Where does our food come from?**   * I can understand that the food we eat comes from many different places around the world. * I can recall how land in temperate climate zones is used to produce food. * I can understand how land in tropical climate zones is used to produce food. * I can describe the way in which land in tropical biomes is being changed to enable more food to be produced. * I can explain how land is used to produce food in the United Kingdom. * I can explore how food is produced in Mediterranean climate zones. | **DT**  **Cooking & Nutrition: Eating Seasonally**     * To explain the benefits of seasonal food. * To evaluate seasonal ingredients. * To design a mock-up using criteria. * To evaluate a dish. | **RE**  **Christians Who Inspired and Influenced the World**  ● What is a role model?  ● What does it mean to be a courageous advocate?  ● How are people driven to action change?  ● How does faith play a part in the paths that people choose?  ● What does it mean to put your faith into action?  ● How do actions have impacts/lasting legacies? |
| **Computing** Creating media – Desktop publishing  * I can recognise that text and images can communicate messages clearly * I can change font style, size, and colours for a given purpose * I can say why desktop publishing might be helpful   **Programming B- Events and actions in programs**   * I can explain the relationship between an event and an action * I can choose blocks to set up my program * I can make design choices and justify them | **Art**  **Artist: Clare Young**  **Drawing**   * Use different media to achieve variations in line, texture, tone, colour, shape and pattern. * Plan, refine and alter their drawings as necessary.   **Printing**   * Print using a variety of materials, objects and techniques included layering.   **Collage**   * Create backgrounds and papers to collage with. * Experiment with combing materials. | **PSHE**  **Economic Well-being**   * Describe how different payment methods may be used in given scenarios. * Suggest why specific payment methods might be more beneficial. * Explain what a budget is and how we can benefit from budgeting. * Identify how they would feel in a money scenario. * Understand the impact our spending choices can have on others and the environment. * Understand that a wide range of jobs are available. * Know that skills and interests lead people to certain jobs. * Know that job stereotypes sometimes exist but these should not limit anyone.   **Transition**   * I understand that there are different strategies I can use to deal with change. * I can explain the opportunities and responsibilities that change might bring. |