| **Science**  **Forces and magnets**   * Friction * Push, pull and twist * North and south poles of a magnet * Magnet fields   **Rocks**   * Comparing and classifying rocks * Fossils * Soils | **Music**  **Ballads**   * Identify key features of a ballad * Perform a ballad using actions * Sing in time and in tune with a song and incorporate actions. * Retell a summary of an animation’s story. * Write a verse with rhyming words which tell part of a story. * Perform their lyrics fluently with actions.   **Creating compositions for an animation (mountains)**   * Verbalise how the music makes the feel. * Create actions or movements appropriate to each section of a piece of music. * Play in time and with an awareness of other pupil’ parts, giving some thought to dynamics. * Play melodies and rhythms which represent the section of animation they are accompanying. | **Spanish**  **Spanish Greetings**   * To greet someone and make an introduction in Spanish. * To say goodbye and listen and recognise key phonemes ‘o’ and ‘a’. * To recognise different greetings in Spanish. * To find out how someone is feeling in Spanish. * To explore a Spanish tradition through learning and performing a Spanish rhyme.   **Spanish Numbers and Ages**   * To recognise and recall numbers 1 to 6 in Spanish. * To recognise and practise numbers 1 to 10 in Spanish. * To read and recognise numbers up to 12 in Spanish. * To recognise and build a phrase to give your age in Spanish. * To ask and answer questions giving personal information. * To identify key phonemes in number words. |
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| **History**  **Stone Age to Iron Age**  **-to know the order of Stone, Bronze and Iron ages**  **-look at how shelters change throughout the time periods**  **-understand how farming and settlements changed daily life**  **-look at the use and development of weapons and tools**  **-look at the historical sources found in Skara Brae** | *Brackenwood Junior School*  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  *Y3*  *Autumn Overview* | **PE**  **Tag Rugby**   * To run at pace and commit a defender when attacking * How to hold a rugby ball   **Modern Dance (Dance Around the World)**   * Creatively change static actions into travelling movements * How to recognise good timing, execution and * performance skills   **Gymnastics (Linking Movements Together)**   * How to move from one from one shape to another smoothly * How to use the space available to the best of my ability   **Basketball**   * How to shoot the basketball * The techniques of passing the ball |
| **Geography**  **To know the difference between the UK, Great Britain and the British Isles and locate major cities in the UK using the 8 point compass**  **To use a legend to find areas of higher ground on a map**  **To name and locate seas surrounding the UK and identify ways land has changed over time**  **To name and locate major rivers in the UK**  **To name and locate lakes using topographical maps**  **To define a county and locate our local counties** | **DT**  **Textiles: Cross-stitch and Appliqué (Egyptian Collars)**   * To learn how to sew cross-stitch and appliqué. * To develop and use a template. * To assemble fabric parts into a fabric product. * To decorate fabric and using appliqué and cross-stitch.   **Structures: Constructing a Castle**   * To design a castle. * To construct 3D nets. * To construct and evaluate my final product. | **RE**  **Islam**  -The difference between the terms Islam and Muslim  -They will know about the 5 pillars and be able to name them and refer to them.  -What is a mosque and to know what happens there.  -To know about some Islamic traditions.  -To know what makes someone a role model.  **Christmas**  -Know the importance of Angels and their work for believers and non-believers  -Know importance of the role of the Angels in the Christmas Story |
| **Computing**  **Computer systems and Networks** Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices.  **Creating Media** Learners will use a range of techniques to create a stop-frame animation. Next, they will apply those skills to create a story-based animation | **Art**  **Light and Shade- Drawing and Painting**   * Experiment with different grades of pencil and other implements. * Plan, refine and alter their drawings as necessary. * Use their sketchbooks to collect and record visual information from different sources. * Use different media to achieve variations in line, texture, tone, colour, shape and pattern. * Mix a variety of colours and know which primary colours make secondary colours. | **PSHE**  **Family and Relationships**  Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.  **Health and Wellbeing**   * Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. * Understand the different aspects of their identity. * Identify their own strengths and that they can help other people. * Describe how they would break a problem down into small, achievable goals. * Understand the benefits of healthy eating and dental health. |