| **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
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| **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.
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