| **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**  **Developing singing technique: Theme Vikings**   * Move and sing as a team, following the lyrics on the screen. * Recognise minims, crotchets and quavers often by ear and reliably by sight. * Perform rhythms accurately from notation and layer them to create composition. * Add appropriate sound effects to their performances using untuned percussion. * Join in with the performances confidently, and reasonably in time and tune. * Make suggestions for improving their performances.   **Pentatonic melodies and compositions**   * Match their movements to the music, explaining why they chose these movements. * Accurately notate and play a pentatonic melody. * Play their part in a composition confidently. * Work as a group to perform a piece of music. | **Spanish**  **Where do you live in Spain?**   * To name places in Spain using key phonemes. * To practise answering questions about who I am and where I live. * To use a bilingual dictionary to identify nouns and their gender. * To listen for key information about where people live. * To read and interpret information from a short descriptive text. * To compose a short, written paragraph to introduce yourself.   **Journey around Latin America**   * To identify and pronounce Spanish-speaking countries in Latin America. * To speak in short phrases to describe travel plans. * To recognise and use the prepositions en and a when describing travel. * To say the days of the week as part of a sentence in Spanish. * To compose a travel diary in Spanish. * To perform a travel diary in Spanish. |
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| **History**  **Ancient Egyptians:** -look at where and how the Egyptians rules -learn the significance of the River Nile and its impact on agriculture and society -understand Ancient Egyptian religious beliefs  -understand how and why the pyramids were built  -looking at the leaders of the Ancient Egyptians | ***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 create a seasonal dish. * To evaluate a dish. | **Christians Who Inspired and Influenced the World**  -To know what a role model is  -To know why people are driven to action change?  -To know how faith plays a part in the paths that people choose  -To know what it means to put your faith into action  -To know how 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   **Coding- Code Studio** | **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. |