| **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
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| **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.
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