

## Year 3 Half Termly Overview – Autumn 2

<b>DISCOVER, INVESTIGATE, DESIGN!</b> What's your design and how will you create it?	
<b>Big Impact Event</b> Shine Dress Up Day	<b>Celebration of Learning</b> Parents and carers invited to our Christmas Performance
<b>Science – Light</b> <ul style="list-style-type: none"> <li>• There must be light for us to see.</li> <li>• Light comes from a source.</li> <li>• We need light to see things, even shiny things.</li> <li>• Light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• What light does when it hits materials.</li> <li>• If an object is transparent light will go through it and we will be able to see through it.</li> <li>• If an object is opaque, it will block the light and no light will get through. This is what forms shadows.</li> <li>• The closer to the light source an object is, the bigger the shadow will be. This is because the object blocks more of the light.</li> <li>• The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light.</li> <li>• If an object is perfectly reflective, light will bounce back off it and we will see reflections of objects.</li> <li>• If the material is translucent, it will allow light through, but we won't be able to see through it.</li> </ul>	<b>PSHE + C</b> <b>Keeping &amp; Staying Healthy (continued from Autumn 1)</b> <ul style="list-style-type: none"> <li>• Know, understand, and be able to practise simple safety rules about medicine.</li> <li>• Know who we can accept medicine from.</li> <li>• Understand the differences between healthy and unhealthy choices.</li> </ul> <b>Relationships:</b> <ul style="list-style-type: none"> <li>• Understand the difference between appropriate and inappropriate touch.</li> <li>• Know why it is important to care about other people's feelings.</li> <li>• Understand personal boundaries.</li> <li>• Know who and how to ask for help.</li> <li>• Be able to name human body parts.</li> </ul>
<b>PE and Games – Gymnastics and Games</b> <ul style="list-style-type: none"> <li>• Revise basic gymnastic shapes and learn individual balances.</li> <li>• Explore gymnastic shapes and individual skills.</li> <li>• Work with a partner to create a short sequence.</li> <li>• Travel imaginatively across apparatus and be able to move on and off apparatus safely.</li> <li>• Design and produce a gymnastic symmetrical sequence using apparatus.</li> <li>• Perform a symmetrical gymnastic sequence using apparatus.</li> <li>• Explore the skills/techniques that encompasses basic agility, balance and coordination.</li> <li>• Consider the relationships of heart and breathing rates.</li> <li>• Explore the skills / techniques of passing and receiving a ball and the skills/techniques of throwing and catching.</li> <li>• Explore the tactics and principles of defending and attacking (netball and football).</li> </ul>	<b>Computing – Computing at Manor</b> Logging on to different online programs that are used a Manor Junior School such as <a href="https://www.oxfordreadingbuddy.com/uk">https://www.oxfordreadingbuddy.com/uk</a> <a href="https://trockstars.com/">https://trockstars.com/</a>
<b>DT- Mechanical Systems: Levers and Linkages Card</b> <ul style="list-style-type: none"> <li>• Explored and used mechanisms such as flaps, sliders and levers</li> <li>• Gained experience of basic cutting, joining and finishing techniques with paper and card.</li> <li>• Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>• Use annotated sketches and prototypes to develop, model and communicate ideas.</li> <li>• Order the main stages of making.</li> <li>• Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>• Select from and use finishing techniques suitable for the product they are creating.</li> <li>• Investigate and analyse books and, where available, other products with lever and linkage mechanisms.</li> <li>• Evaluate their own products and ideas against criteria and user needs, as they design and make.</li> <li>• Understand and use lever and linkage mechanisms.</li> <li>• Distinguish between fixed and loose pivots.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	
<b>RE – Angels (Golden Thread – Special)</b> <ul style="list-style-type: none"> <li>• Express and describe responses to own experiences of concepts introduced.</li> <li>• Recognise and describe how their responses relate to their own lives and others.</li> <li>• Accurately describe what has been taught and how it could be used in the tradition covered.</li> <li>• Accurately describe what has been taught and how it could vary within the concept being studied.</li> <li>• Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise.</li> </ul>	
<b>Music – Christmas is Coming and Performance Singing</b> <ul style="list-style-type: none"> <li>• Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression and awareness in simple layers, including rounds and partner songs e.g. Sing. chant on one note or sing in melodies that go by step.</li> <li>• Articulate words clearly.</li> </ul>	

**MFL – Greetings, Numbers 1-12 and Colours**

- Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.
- Communicate with others using simple words and short phrases covered in the units.
- Read familiar words and short phrases accurately by applying knowledge from Language Angels on a few key sounds. Understand the meaning in English of short words I read in the foreign languages.
- Write familiar words & short phrases using a model or vocabulary list.
- Start to understand the concept of noun gender and the use of articles.
- Use the first person singular version of high frequency verbs.

**Art, Geography and History not covered this half term**

**Enrichment Opportunities e.g. outdoor learning**

Anti-Bullying Week (10<sup>th</sup> November -14<sup>th</sup> November)

Christmas Fair Art Activity- Winter Calendar

Year 3 A Festive Sprinkle of Songs and Carols to parents/carers and the rest of the school