

Year 3 Termly Overview – AUTUMN TERM 1

THE UK, MANOR AND ME

What makes me and my community unique?

Big Impact Event

A trip around the UK using maps. Each classroom and outdoor classroom themed as one of the countries of UK focusing on geography, art and music.
Design postcard to take home.

Celebration of Learning

Parent work viewing and sharing of Geography quiz.
Quiz with buddies

Science - Magnets

- Magnets exert attractive forces on some metals.
- Magnetic forces work through other materials including air, so magnets don't need to be touching to exert their force. It is called a non-contact force.
- Each end of a magnet is called a pole, opposite poles are called north and south.
- Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites).
- Magnets exert repulsive forces on each other when the poles facing each other are the same.
- The strength of magnetic forces is affected by:
 - The strength of the magnet.
 - The distance between the magnet and the object.
 - The material the object is made from.

Longitudinal Study – How does a habitat change over time?

PSHE +C

Keeping & Staying Safe:

- Know ways to keep yourself and others safe.
- Be able to recognise risky situations.
- Be able to identify trusted adults around you.
- Understand the differences between safe and risky choices.
- Be able to recognise a range of warning signs.
- Be able to spot the dangers we may find at home.
- Know the importance of listening to our trusted adults.
- Be able to understand ways we can keep ourselves and others safe at home.
- Know the differences between safe and risky choices.

Keeping & staying healthy

- Know, understand, and be able to practise simple safety rules about medicine.
- Understand when it is safe to take medicine.
- Know who we can accept medicine from.
- Understand the differences between healthy and unhealthy choices.

Geography - The UK

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technology.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Music – Listening No Place Like Home

- Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre.
- Begin to identify how rhythm patterns fit to a steady beat and count steady beats in groups of 2s, 3s and 4s.

Computing – E Safety and Computing at Manor

- Logging on to different programs used at Manor Junior School
- Explain the term 'identity'
- Explain how people can represent themselves in different ways online.
- Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) & why.

Art and Design- Art History - Sir Frank Bowling Painting.

- Demonstrate increasing control with the types of marks made with a variety of painting tools e.g. a range of brushes.
- Experiment with different effects and textures e.g. blocking, washes, thickened paint.
- Know where each primary and secondary colour sits on the colour wheel.
- Mix primary, secondary and tertiary colours and begin to use light and dark to create tints and shades.
- Create paintings from observation.
- Begin to select the media and predict the outcomes.
- Begin to work on a range of scales e.g. thin brush for a small picture.
- Look at paintings of other artists and relate to their own work.

PE and Games – Dance and Games

- Use different movement patterns effectively when performing. a traditional dance, focusing on travelling and turning.
- Perform dances using simple movement, patterns, focusing on timing (pulse, rhythm) travelling, turning and gesture.
- Perform dance using a range of movement patterns
- Explore the skills/techniques that encompasses basic agility, balance and coordination.
- Consider the relationships of heart and breathing rates.
- Explore the skills / techniques of passing and receiving a ball and the skills/techniques of throwing and catching.
- Explore the tactics and principles of defending and attacking (netball and football).

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.

RE, Geography and DT- not covered this half term

Enrichment Opportunities e.g., outdoor learning

Local Walks– Cove Brook (Map work) Fernhill Road (Land use)
Time with Year 6 buddies and exploring our school
Fairy Tale Dress Up Day
Science Fair – Magnets
Booknic with parents