

**Year 3 Termly Overview – SUMMER TERM 1**

<b>DOWN BY THE RIVER</b> How are all rivers the same and how are they different?	
<p><b>Big Impact Event</b> Local walk along Cove Brook.</p> <p><b>PSHE + C – Our World and Fire Safety</b> Our World: Be able to explain the meaning of reduce, reuse, and recycle</p> <ul style="list-style-type: none"> <li>Recognise how we can help look after our planet</li> <li>Be able to identify how to reduce the amount of water and electricity we use</li> <li>Understand how we can reduce our carbon footprint</li> </ul> <p>Fire Safety:</p> <ul style="list-style-type: none"> <li>Understand how our actions and choices can affect others</li> <li>Be able to recognise how drivers can be distracted</li> <li>Know how to help others stay safe</li> <li>Be able to describe the differences between safe and risky choices</li> </ul>	<p><b>Celebration of Learning</b> Showcase of learning with Year 4.</p> <p><b>Science – How plants make their food</b></p> <ul style="list-style-type: none"> <li>Plants do not eat food so have to make their own.</li> <li>This food provides them with energy, and materials to grow</li> <li>To make the food (sugar) plants need water from the ground, carbon dioxide from the air and light from the sun.</li> <li>The water is taken up through the roots from the soil</li> <li>The carbon dioxide is taken in through the leaves</li> <li>As well as food, plants also make oxygen which is given out back into the air through the leaves</li> </ul>
<p><b>Music – Flight of the Bumble Bee (Composition)</b></p> <ul style="list-style-type: none"> <li>Develop instrumental skills and techniques and use them to play (on tuned and un-tuned instruments) with increased accuracy and growing musicality e.g. Use 2 hands for tuned percussion.</li> <li>Play instruments with different parts of the hand.</li> <li>Collaborate to create a piece of music</li> <li>Describe music using appropriate vocabulary</li> <li>Begin to compare different kinds of music</li> <li>Recognise differences between music of different times and cultures</li> <li>Create repeated patterns using a range of instruments</li> <li>Include different rhythms in metres of 2,3 or 4</li> <li>Combine different sounds to create a specific mood or feeling</li> <li>Understand how the use of tempo can provide contrast within a piece of music</li> <li>Begin to read and write musical notation</li> <li>Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition</li> </ul>	<p><b>Geography – Rivers</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: rivers,</li> <li>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 in the UK; and understand how some of these aspects have changed over time</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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 &amp; digital technology</li> </ul>
<p><b>Art - Pablo Picasso and Sculpture (Clay)</b></p> <ul style="list-style-type: none"> <li>Use and mould a range of materials with a range of equipment with increased confidence and accuracy.</li> <li>Use simple techniques for building and joining clay and successfully join 2 parts.</li> <li>Use pinch techniques to create an object/sculpture e.g. pot, tile, coin.</li> <li>Use a wider range of tools to cut, shape, impress and add decoration more intricately.</li> <li>Begin to discuss the difference between 2D and 3D shapes/models and recognise the properties of 3D shapes</li> </ul>	<p><b>Computing – Creative Media</b></p> <ul style="list-style-type: none"> <li>Type using capitals and lowercase text. Understand how to change the case using caps lock or temporarily change it using shift.</li> <li>Understand that symbols on the top of a key can be accessed by holding down shift.</li> <li>Know how to delete both ways using the backspace and delete keys and can micro move the cursor using the keyboard arrow keys.</li> <li>Know how to undo and redo</li> <li>Use save and save as understanding that it is best to save sequential versions of a document so you can go back to previous versions.</li> <li>Change font type, size &amp; colour and know when to use these.</li> </ul>
<p><b>MFL – Ice Creams</b></p> <ul style="list-style-type: none"> <li>Listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>Recognise familiar words and short phrases covered in the units taught.</li> <li>Communicate with others using simple words and short phrases covered in the units.</li> <li>Read familiar words and short phrases accurately by applying knowledge from Language Angels on a few key sounds.</li> <li>Understand the meaning in English of short words I read in the foreign languages.</li> <li>Write familiar words &amp; short phrases using a model or vocabulary list.</li> <li>Start to understand the concept of noun gender and the use of articles.</li> <li>Use the first person singular version of high frequency verbs</li> </ul>	
<p><b>PE and Games – Athletics, Rounders, Cricket, Handball</b></p> <ul style="list-style-type: none"> <li>Use basic throws, jumps and running techniques.</li> <li>Recognise achievements and simple improvements.</li> <li>Skills associated with batting, catching and fielding in striking/fielding games and apply these to simple attacking and defending principles.</li> </ul>	
<p><b>RE – Water as a symbol: Ganges and Baptism (Golden Thread: Special)</b></p> <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>	
<p><b>History, DT - not covered this half term</b></p>	<p><b>Enrichment Opportunities e.g., outdoor learning</b> Create own river outside and act out the journey of a river.</p>