

**Non-Topic Termly Overviews**

Year: 3

Term: Autumn

Subjects	Objectives/Learning intentions
DT	<p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> I can use words and labelled sketches to communicate the details of my designs and can clarify when asked. I can reflect on the design and making process and my end products and identify some improvements. I can recognise that my designs have to meet a range of different needs and users. <p>Structures</p> <ul style="list-style-type: none"> I can use the most appropriate mouldable material suitable for the purpose of my product. I can make holes with a punch/drill accurately and safely. I can measure using cm to cut, score and fold. I can use scoring and folding to shape materials accurately. I can make my structures stronger by folding, joining or by its shape <p>Textiles</p> <ul style="list-style-type: none"> I can use patterns either self-generated or templates and cut out accurately. <p>To take inspiration from design throughout history</p> <p>I can identify some of the great designers in all of the areas of study to generate ideas for design.</p>
Computing	<p>Information Technology</p> <p>STOP-FRAME ANIMATION</p> <ul style="list-style-type: none"> Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images Plan an animation Recognise the need to work consistently and carefully Review and improve animation <p>Digital Literacy</p> <ul style="list-style-type: none"> Understand that comments made online that are hurtful or offensive are the same as bullying Know where to go for help and support compare the information shown in a pictogram with a branching database Evaluate the impact of adding other media to an animation <p>Information Technology</p> <p>BRANCHING DATABASES</p> <ul style="list-style-type: none"> create questions with yes/no answers identify the object attributes needed to collect relevant data creating a branching database explain why it is helpful for a database to be well structured identify objects using a branching database
Music	<p>Listen and Appraise</p> <ul style="list-style-type: none"> I can talk about <ul style="list-style-type: none"> the lyrics (what the song is about), the musical dimensions in the song (texture, dynamics, tempo, pitch, rhythm) the main sections of the song (intro, verse, chorus...) I can confidently identify the pulse I can talk about how the song makes me feel <p>Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> I know how to find and demonstrate the pulse

	<ul style="list-style-type: none"> • I know every piece of music has a pulse/steady beat • I know the difference between pulse and rhythm • I can clap and say back rhythms, create my own or lead the class <p>Singing</p> <ul style="list-style-type: none"> • I can <ul style="list-style-type: none"> ◦ sing in unison and in simple two-parts ◦ follow a leader • I understand and can talk about <ul style="list-style-type: none"> ◦ why we need to warm up our voices ◦ the need to listen to each other when singing in a group <p>Composition</p> <ul style="list-style-type: none"> • I know a composition is kept in some way and can be recorded in different ways (letter names, symbols, audio, etc) • I can make musical decisions about the pulse, rhythm • I can record the composition in a way that connects sound and symbol (e.g. graphic/pictorial notation) <p>Performance</p> <ul style="list-style-type: none"> • I can talk about how to stand or sit during performances
French Core unit 1 Core unit 2	<p>Listening</p> <ul style="list-style-type: none"> • I can understand some simple words and phrases • I can understand some simple instructions and follow them • I can recognise a question • I can understand simple questions and respond to them e.g. by picking up an item • I can recognise negatives <p>Speaking</p> <ul style="list-style-type: none"> • I can repeat simple words and phrases • I can introduce myself, giving my name and age, using short, simple sentences. • I can answer questions to give basic information using simple words and phrases • I can talk about myself using some common verbs in the first person singular form, e.g. “je mange”. <p>Reading</p> <ul style="list-style-type: none"> • I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me • I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence • I can recognise and understand some individual written words and match them to pictures
PE Tennis (skills based) Orienteering /Forest Schools (Outdoor Adventurous Activities) Swimming	<p>To Acquire and Develop Skills (Select and use skills and ideas with co-ordination and control)</p> <p>Games</p> <ul style="list-style-type: none"> • Use a range of skills to help them keep possession and control of the ball <p>OAA</p> <ul style="list-style-type: none"> • Use maps, compasses and digital devices to orientate themselves around a course. <p>Swimming</p> <p>Swim between 25 and 50 metres unaided.</p> <ul style="list-style-type: none"> • Use more than one stroke • Swim at the surface and below the water. <p>To Select and Apply skills, tactics and compositional ideas (Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics)</p> <p>Games</p> <ul style="list-style-type: none"> • Follow the rules of the game and play fairly. • Choose good places to stand when receiving and give reasons for their choices • Choose and use batting or throwing skills to make the game harder for the opponent <p>OAA</p> <ul style="list-style-type: none"> • Respond appropriately when task/environment changes, plan responses:

	<ul style="list-style-type: none"> • Show some resilience when plans do not work. • Remain aware of changing conditions. • Show an ability to both lead and form part of a team. • Arrive properly equipped for outdoor and adventurous activity. <p>Swimming</p> <ul style="list-style-type: none"> • Coordinate leg and arm movement to allow effective propulsion across the pool. • Coordinate breathing as appropriate for the stroke being used. <p>To Improve and Evaluate</p> <ul style="list-style-type: none"> • Describe and comment on their own performance and that of others and make simple suggestions to improve quality • Compete with others and aim to improve personal best performances. <p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> • Suggest appropriate warm up ideas. • Dress appropriately for PE • Work in a responsible and safe manner • Understand the need to stay safe.
PSHE	<p>Back to School</p> <ul style="list-style-type: none"> • Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school. <p>Getting on with everyone</p> <ul style="list-style-type: none"> • I know what is appropriate to share with friends, classmates, family and wider social groups. • I know that bullying and hurtful behaviour is unacceptable in any situation. • I know what to do and whom to tell if I see or experience bullying or hurtful behaviour. • I know the similarities and differences between bullying online and face-to-face. • I can explain the effects of bullying for the people involved. <p>Dealing with feelings including mental wellbeing</p> <ul style="list-style-type: none"> • I can discuss the things that affect feelings both positively and negatively. • I can give strategies to identify and talk about my feelings. • I can name some of the ways that people express feelings e.g. words, actions, body language. • I know how feelings can change overtime and become more or less powerful. • I know that regular exercise has positive benefits for my mental health.
RE	<p>Incarnation/God</p> <p>Question: what is the Trinity?</p> <ul style="list-style-type: none"> • What is the trinity? • Who do Christians believe the Holy Spirit is? (refer to text) • How do Christians describe God? (refer to text) • What is the story of Jesus' Baptism (Matthew 3: 11-17)? • What happens at a Christian Baptism (child and adult)? <p>Outcomes</p> <ul style="list-style-type: none"> • Know that God is Trinity: Father, Son and Holy Spirit. • Offer suggestions about what texts about baptism and Trinity tell us about God. • Give examples of what these mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. <p>World Views</p> <p>Question: What are festivals of light?</p> <ul style="list-style-type: none"> • What is celebrated on All Saints' Day? • What do Christians mean when they talk about saints?

	<ul style="list-style-type: none"> • What is Advent? • What do Christians learn from Jesus' words about being 'the light of the world'? • What do Jews learn from the story of Hannukah? • How are the symbols of light and dark used to represent good and evil for the two faiths explored? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Explain the symbolism of light as representing goodness, and darkness evil, across several religions. • Give examples of festivals that celebrate the symbolism of light representing goodness, linking it to the religious story or religion behind it. • Make a connection between Jesus the Light of the World and Jesus' command that all his followers also shine as lights.
Cultural Capital	Black History Month Anti-Bullying Week
Fieldwork Opportunities	