


Lowé's Wong Anglican/ Methodist Junior School

Topic Overview Year 3

	Autumn 2 Objectives	Vocabulary
Topic	Settlements	
Values	Kindness	
Enrichment (Visits and visitors)	Visit to the Methodist Church Christmas Tree Festival	
English Quality text	The Street Beneath our Feet by Charlotte Guillain & Yuval Zommer The Minpins by Roald Dahl, Apes to Zebras – the Animal A-Z of Shape Poems	
English Writing genres	Fantasy fiction, Shape poems	See English Progression document.
Maths	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> • Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <u>Multiplication & Division</u> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 	<p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency. Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>
Science	Light <ul style="list-style-type: none"> • How does light help us see and what is darkness? • What happens when light hits a surface? • How can we protect our eyes from the sun? • How are shadows formed? • How can we change the size of shadows? 	<p>light light source dark reflection reflect reflective ray pupil retina shadow</p>

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

		opaque translucent transparent
History	(Not taught in this half term)	
Geography	<u>UK Settlements</u> <ul style="list-style-type: none"> • How well do we know Southwell? • How can we find out about the physical and human characteristics of Southwell? • How are settlements similar and different to Southwell? • Why do people want to live in cities? • How does the East Midlands compare to other regions? • How do people in the East Midlands use the land? • How does Southwell make me feel? (fieldwork) 	Settlement Population Ordnance Survey map Symbol Hamlet Village Town City Urban Rural Compass North East North West South East South West Sound survey Digital photo
Art and Design (artist)	(Not taught in this half term)	
Design Technology	Treasure Boxes Research – Investigate existing shell structures and stiffening techniques in a range of packaging - Experiment with different strengthening techniques Design – Design a treasure box that matches the design brief Make – Use nets, cutting and joining techniques to create a treasure box, selecting appropriate materials, tools and equipment and applying skills of strengthening, stiffening and reinforcing Evaluate – Evaluate the final treasure box against the design criteria	Packaging – protect, contain, present Nets Cube, cuboid, prism, cylinder Construction Strengthen, stiffen, reinforce Shell structure Recyclable, reusable Cardboard Folded, corrugated, ribbed, laminated Strips, tabs, slots, curves Strong, stable, fit for purpose

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

Computing	<p>Connecting computers (Teach Computing (N.C.C.E.) 3.1)</p> <ul style="list-style-type: none"> • How does a digital device work? • What parts make up a digital device? • How do digital devices help us? • How am I connected? • How are computers connected? • What does our school network look like? <p>Rising Stars – ‘Switched on Online Safety’ - Lesson 3.2: We are digital friends</p>	See separate computing language document	
RE	<p><u>Incarnation and the Holy Trinity</u></p> <ul style="list-style-type: none"> • To sequence God’s Rescue Plan • To explore the ‘Holy Trinity’ • To explore different representations of the Trinity • To consider how symbols help Christians understand God 	<p><i>Creation</i> <i>The Fall</i> <i>the big frieze, Bible</i> <i>timeline</i> <i>sequence</i> <i>believe</i> <i>Trinity</i> <i>God the Father</i> <i>God the Son</i> <i>God the Holy Spirit</i> <i>relationships</i> <i>rescue plan</i> <i>Creation</i> <i>Pentecost</i> <i>Incarnation</i> <i>Salvation</i> <i>Jesus</i></p>	<p><i>represents</i> <i>symbols</i> <i>symbolise</i> <i>dove</i> <i>lamb</i> <i>Earth</i> <i>flame</i> <i>cross</i> <i>crucifixion</i> <i>create</i> <i>sacrifice</i> <i>protect</i> <i>Holy</i> <i>Almighty</i> <i>Creator</i> <i>Saviour</i> <i>Prophet</i> <i>Prince of Peace</i> <i>Rabbi (teacher)</i> <i>Fire</i> <i>Breath</i> <i>Comforter</i></p>

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

RSHE/PSHE	<p><u>Celebrating Difference (Jigsaw Year 3, Piece 2)</u></p> <ul style="list-style-type: none"> • Families • Family Conflict • Witness and Feelings • Witness and Solutions • Words that Harm • Celebrating Difference: Compliments 	<p><i>Banter</i> <i>Bullying</i> <i>Bystander</i> <i>Caring</i> <i>Compliment</i> <i>Conflict</i> <i>Connected</i> <i>Consequences</i> <i>Difference</i> <i>Family</i> <i>Feelings</i> <i>Gay</i> <i>Hurtful</i></p>	<p><i>Loving</i> <i>Resolve</i> <i>Safe</i> <i>Similarity</i> <i>Solutions</i> <i>Solve it together</i> <i>Special</i> <i>Tell</i> <i>Unique</i> <i>Unkind</i> <i>Witness</i></p>
PE	<p>Hockey</p> <ul style="list-style-type: none"> • Demonstrate changes of direction and speed • Use fundamentals of movement to employ simple tactics in varied environments • Compete in a team game, communicating with others and using tactics. <p>Gymnastics</p> <ul style="list-style-type: none"> • Hold balances for several seconds • Use a variety of techniques to travel between equipment • Copy, explore and create a gymnastic sequence using different levels, speeds, movements and balances. 	<p>Pass, push, receive, stop, control, stance, grip, Dribble, Straight Dribble, grip, control, foot work, opponents, intercept, Indian dribble, defender, Tackle, control, possession, opponent, technique, attack, defend, block tackle, shoot, aim, target.</p> <p>body shapes, combinations, contrasting, flow, sequence, balance, mirroring, copying, high, low, medium, suppleness, travel, strength, apparatus</p>	
MFL Spanish	<p><u>Personal details</u> Stating name and age</p> <p><u>Speaking and Listening</u></p>	<p>¿Cómo te llamas? Me llamo ¿Y tú? Señor, señora, señorita</p>	

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance

Lowe's Wong Anglican/ Methodist Junior School

	<ul style="list-style-type: none"> • Recognise a question form and formal forms of address • Practise the pronunciation of the letter string – ll • Perform a simple communicative task • <i>Re-visit numbers</i> in understanding and stating age • Recite a short finger rhyme with accurate pronunciation • Understand and respond to a question • Recognise that accents alter pronunciation – ñ • Present a short dialogue with greeting, asking and answering name and age. <p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> • Make links between some sounds and spellings and recognise familiar words in written form • Record short dialogue in writing following a model. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Introduction to key verb tener used with age: <p><u>Christmas</u></p> <ul style="list-style-type: none"> • Join in singing Spanish carols (S&L) • Experiment with writing (Letter to the Three Kings) (R&W) • Understand that there are cultural differences affecting how Christmas is celebrated at home and abroad 	<p>Revisit: Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</p> <p style="text-align: center;">¿Cuántos años tienes? Tengo ocho años.</p> <p>Verb: Tener Tengo siete años Tengo – I have, Tienes – You have</p>
<p>Music (one class for half a term, then repeated with other class)</p>	<p><u>Ballads</u></p> <ul style="list-style-type: none"> • use musical vocabulary to explain the stylistic features of a ballad • explore how actions can impact performance • plan a musical structure inspired by a story • Create lyrics that match a melody • Show awareness of style, structure and features to perform a ballad • Evaluate a performance 	<p style="text-align: center;">Ballad Compose Dynamics Performance Structure Lyrics style</p>

Loving, learning and shining together

Respect Honesty Kindness Thankfulness Forgiveness Perseverance