


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 3

	Summer 2 Objectives	Vocabulary
Topic	Mighty Metals	
Values	Respect	
Enrichment (Visits and visitors)	Potwell Dyke Fieldwork	
English Quality text	The Tin Forest; The Iron Man	
English Writing genres	Futuristic Mystery story; Blackout poem	
Maths	<p>Time</p> <ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events <p>Geometry</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<p>See English Progression document.</p> <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.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>

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	<p>Statistics</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	
Science	<p>Forces and magnets</p> <ul style="list-style-type: none"> How do things move on different surfaces? How are magnetic forces special? What do magnets attract and repel? Which materials are magnetic? What are magnetic poles? How do they affect magnetic attraction? 	<p>forces friction surface magnet magnetic magnetic field poles repel attract compass magnetic materials iron, nickel, cobalt</p>
History	(Not taught in this topic)	
Geography	<p>Europe</p> <ul style="list-style-type: none"> How does the climate of Europe compare to the rest of the world? How does Campania compare to the East Midlands? Where would I prefer to live – Naples or Nottingham? How can we investigate the ecosystem in our Temperate Forest Biome? <p>Local study – Fieldwork</p> <ul style="list-style-type: none"> Why is biodiversity important? How can we investigate the ecosystem in our Temperate Forest Biome? Plan and conduct fieldwork including risk assessment Collect, interpret, use and present data 	<p>Biome Biodiversity Ecosystem grasslands Fieldwork Compass Map Data Risk assessment</p>
Art and Design (artist)	<p>Investigate – Clive Davis Metal Tree Sculptures</p> <p>Explore – sketching techniques to draw a tree including in natural environment,</p> <p>Create – themed design for metal tree sculpture including use of shape and colour; wire sculpting a clay moulding techniques; choice of decoration and paint for tree base</p> <p>Reflect – Evaluate final tree sculpture</p>	<p>Nature, inspiration, shape, proportion, colour, sculpture, wire, design, theme, clay, mould, carve, decoration</p>

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Design Technology	(Not taught in this topic)				
Computing	Programming A - Scratch projects (NCCE 3.3) <ul style="list-style-type: none"> Identify the objects in Scratch project, their attributes and commands To identify that commands have an outcome To start a program in a variety of ways and create a sequence of connected commands To recognise that a sequence of commands can have an order To change the appearance of their project To create a project from a task description 	sprites, backdrops, attributes, commands, actions, blocks, program, outcome start block, sequence sound commands design algorithm, code			
RE	Places of worship (churches & mosques) <ul style="list-style-type: none"> To consider what is the same and different about a church and a mosque To identify the key features of a mosque To identify the key features of a church To consider reasons for visiting a place of worship To compare the world religions of Islam and Christianity 	Mosque dome minaret minbar mihrab washroom prayer mat Qu'ran	Church Methodist, Anglican, Minster cross, font, altar, lectern, pulpit, Bible		
RSHE/PSHE	Changing me <ul style="list-style-type: none"> Understand that animals and humans change from birth to adult Understand that babies grow in a mother's uterus and consider their needs Understand that boys' and girls' bodies change so they can make babies Identify how boys' and girls' bodies change on the inside during growing up Recognise stereotypical ideas about parenting and family roles Identify what they are looking forward to in their new class 	<i>Male</i> <i>Female</i> <i>Changes</i> <i>Birth</i> <i>Animals</i> <i>Babies</i> <i>Mother</i> <i>Growing up</i> <i>Baby</i> <i>Grow</i> <i>Uterus</i> <i>Womb</i> <i>Nutrients</i> <i>Survive</i>	<i>Affection</i> <i>Care</i> <i>Change</i> <i>Puberty</i> <i>Control</i> <i>Breasts</i> <i>Testicles</i> <i>Sperm</i> <i>Penis</i> <i>Ovaries</i> <i>Egg</i> <i>Ovum/Ova</i> <i>Vagina</i>	<i>Stereotypes</i> <i>Task</i> <i>Roles</i> <i>Challenge</i> <i>Looking forward</i> <i>Excited</i> <i>Nervous</i> <i>Anxious</i> <i>Happy</i>	

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		<i>Love</i>		
PE	Rounders/ founders <ul style="list-style-type: none"> • Throw and catch displaying control and accuracy, in isolation • Use different techniques to pass, bat, travel with and strike a ball with some control, coordination and accuracy. 			
MFL Spanish	<p><u>Months of the year</u></p> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • Identify social conventions at home and in other cultures • Know how an accent affects the pronunciation of words eg. miércoles - sábado • Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings • Listen to a sequence of words and provide the next word in the sequence 		Months of the year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	
Music (one class for half a term, then repeated with other class)	Jazz <ul style="list-style-type: none"> • To sing and clap a syncopated rhythm for a ragtime-style song. • To improvise a call and response. • To be able to scat sing using the call and response format. • To create a jazz motif. • To adapt a familiar tune using jazz rhythms. 		Jazz, ragtime, rhythm, syncopation Call and response, traditional Scat, straight and swung quaver, Improve, motif, pitch.	

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