

Science - Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with battery
- Recognise some common conductors and insulators and associate metals with being good conductors,
- Know that electricity can be dangerous
- Recognise electricity sources can be mains or battery.
- Recognise how to test connections to recognise faults in circuits.
- Know that drawings, photographs and diagrams can be used to represent circuits.

Why is Jesus called the 'Light of the World'?

What if God had not created light and dark?

History –

- Explore trends and changes over time/Explore links and contrasts
- Use relevant historical terms and vocabulary related to chronology
- Describe some of the ways the past can be represented.
- Identify historically significant people and events(Thomas Edison)

Is God an inventor?

Geography –

- Name and locate a wider range of places in their locality, the UK and some wider world (Where might we see the Northern Lights?)
- Use a range of sources; atlases, globes and satellite images to research geographical information.
- Express their opinions on environmental issues and recognise that some people might think differently (alternative electricity)
- Ask and answer more searching geographical questions when investigating different places and environments.

Why did God create some hot places and some cold places in our world?

Computing –

- E-safety British Values – Know I have rights in relation to personal safety.
- Use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.
- Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them.
- Independently download and save images and video onto a computer.
- Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.
- Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).

PE – Basic Skills and Ball Skills

- Invasion Games – Core tasks – passing, throwing, run and retrieve a ball, different balls, defending, intercepting, team skills and evaluation.
- Gymnastics – Balance on one foot, 2 or more parts of body, travel, sequencing travelling and balance, rolls, performance. Travelling on apparatus and safe use of apparatus.

Art and Design – God is the Creator. Why?

- Design and select from different techniques for different parts of the process.
- Appropriate use of materials for purpose. Link with Science.



Sparks May Fly

Mrs Bolton - Class 3 Autumn 2017

RE – Unit 4.1 – God, David and The Psalms.

- To discuss important values
- To read the stories of David and consider the qualities of kingship and friendship.
- Explore the nature of God and creating images to illustrate the Psalms.

Unit 4.2 – Christmas – Exploring the symbolism of light – Judaism – Non-Christian faith unit

- Considering how Jesus and the actions of his followers brings light into people's lives
Which personal qualities do you think God considers to be important?
- British Values - Mutual respect for and tolerance of those with different faiths and beliefs.

French – MFL – All About Me

- Basic greetings – heello, goodbye, good afternoon, good morning
- Introductionss – My name is..., I am ...years old, I live in
- Colours
- Numbers to 30

Music - Charanga - 'Let Your Spirit Fly,

- Listen, appraise, identify and perform
Where is music in God's creation?

Mathematics – Year 3/4 Overview – Autumn Term

Week 1 - Place Value – knowing what each digit in a 3 digit number represents
Week 2 - Place Value and Mental Calculation
Week 3 - 2D shape Length including perimeter of squares, rectangles and triangles
Week 4 - Statistics – Mental Calculation
Week 5 - Written Addition – using the column method
Week 6 - Written Subtraction – using the column method
Week 7 - Counting/Multiplication 3x and 4x
Week 8 - Written and mental multiplication
Week 11 - Written and mental division
Week 12 – Time – telling the time in 5 minute intervals
Week 13 - 3D Shape
There will be assessment weeks (9 and 10) and time for children to address misconceptions and revise/spend a little longer on concepts they are finding more challenging

English

Folk Tales - Narrative

- Sequencing and discussing main events in stories
- Identifying and discussing themes
- Identifying and discussing conventions
- Raising questions during the reading process
- Identify, select, generate and use prepositions
- Use inverted commas for speech
- Create and develop plot.

Do stories from the Bible change over time?

Poems with a structure

- Listen to and discuss range of poems
- Analyse and evaluate poems
- Read poems aloud
- Explore and collect word families
- Identify and discuss purpose/audience
- Generate and select from vocabulary banks

Persuasive Letters

- Read a range of letters
- Analyse structure and presentation of letters
- Identify key ideas in a paragraph
- Explore and create complex sentences
- Explore and identify main and subordinate clauses
What if God could write a letter to us? What would he write?

PSHE – British Values (Espresso website resources)

What would happen if there were no rules?

Democracy.

The rule of law.

The children will learn the class rules and be constantly reminded and encouraged to keep the School Rules. The children will be involved in developing the Class Rules so to develop ownership and accountability

The children will be kept updated on current affairs (age appropriate level) through use of Class Worship/Key Stage Worship/ Circle Time and other means such as accessing Espresso/ Newsround APP

Tolerance – understanding that people around the world live different lives to our own.