

I am from Chorley, Lancashire, UK Autumn term Year 3

Geography

Location and Place Knowledge

- Name and locate counties and cities of the United Kingdom.

Mapping

- Use a wider range of maps (including digital), atlases and globes.
- Make and use simple route maps.
- Label maps with titles to show their purpose.
- Create maps of small areas with features in the correct place.
- Link features on maps to photos and aerial views.

Fieldwork

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

Communication

- Identify and describe geographical features, processes (changes), and patterns.

Enquiry and Investigation

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.

History

Chronology

Show their increasing knowledge and understanding of the past by:

- making *some* links between and across periods, such as the differences between clothes, food, buildings or transport.
- identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order.

Events, People and Changes

- understanding some significant aspects of history - expansion and changes in their local area.

Communication

- When doing this they should use specialist terms like settlement, Ordnance Survey map (and date, log book, marriage certificate, census) and vocabulary linked to chronology.

Enquiry, Interpretation and Using Sources

- Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past.
- Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.

Chronology

Show their increasing knowledge and understanding of the past by:

- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

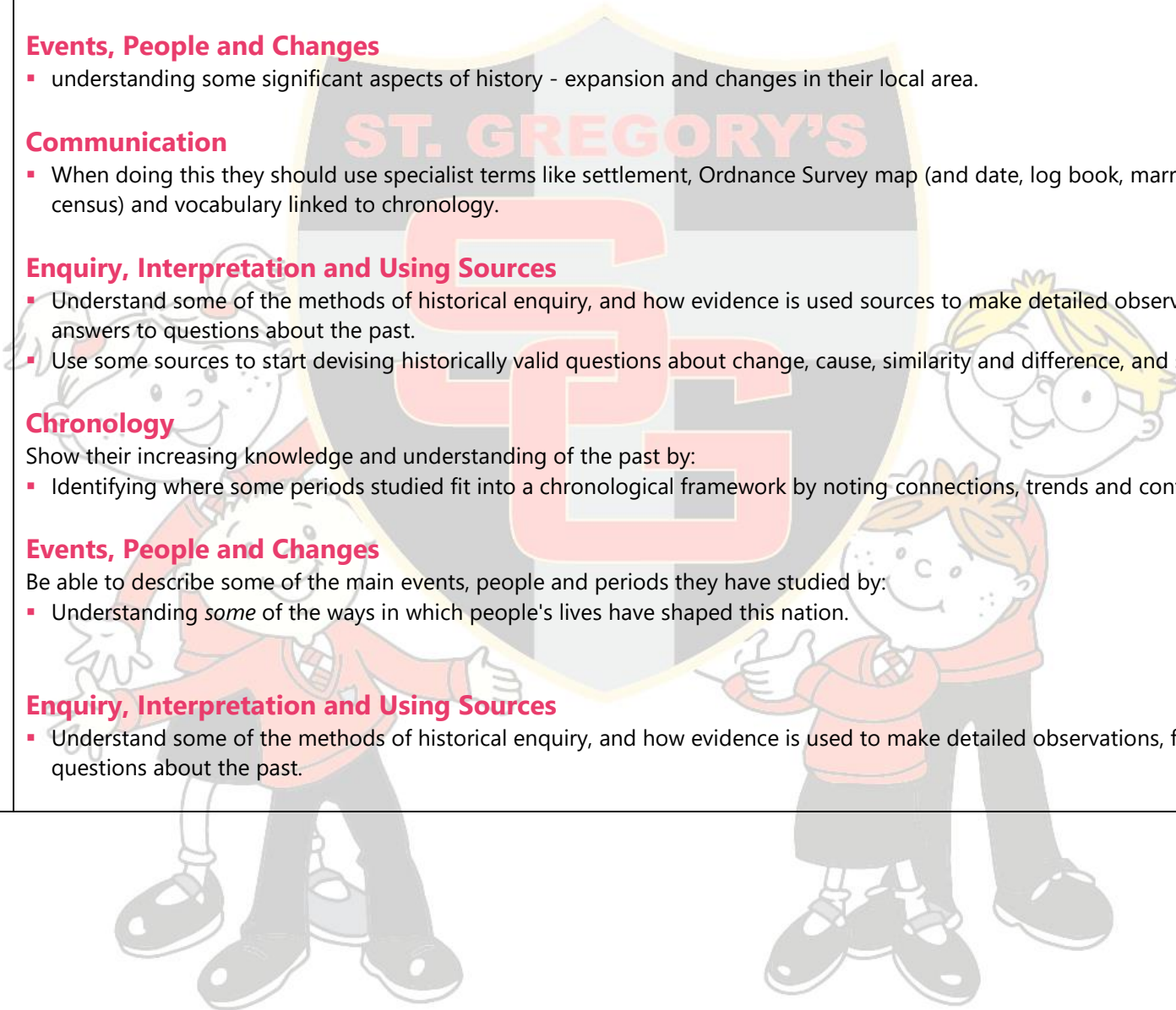
Events, People and Changes

Be able to describe some of the main events, people and periods they have studied by:

- Understanding *some* of the ways in which people's lives have shaped this nation.

Enquiry, Interpretation and Using Sources

- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.



Art

Drawing and Painting

- Experiment with ways in which surface detail can be added to drawings, (*e.g. use grades of pencil, biro, charcoal and chalk*).
- Draw for a sustained period of time at an appropriate level.
- Make marks and lines with a wide range of drawing implements *e.g. charcoal, pencil, crayon, chalk pastels, pens etc.*
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension, (*e.g. achieved by shading*).
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Create textures with a wide range of drawing implements (*such as oil and chalk pastel*).

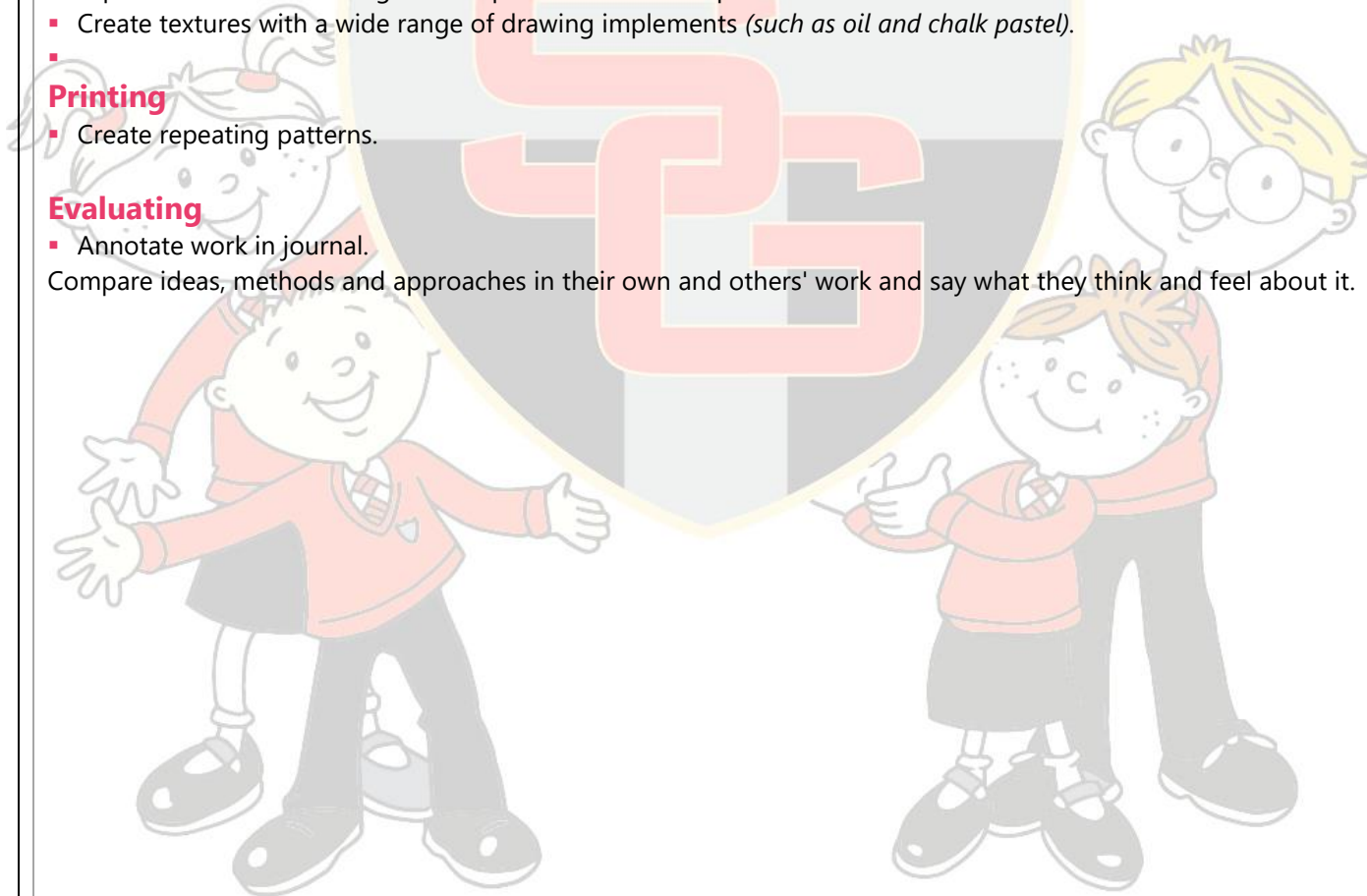
Printing

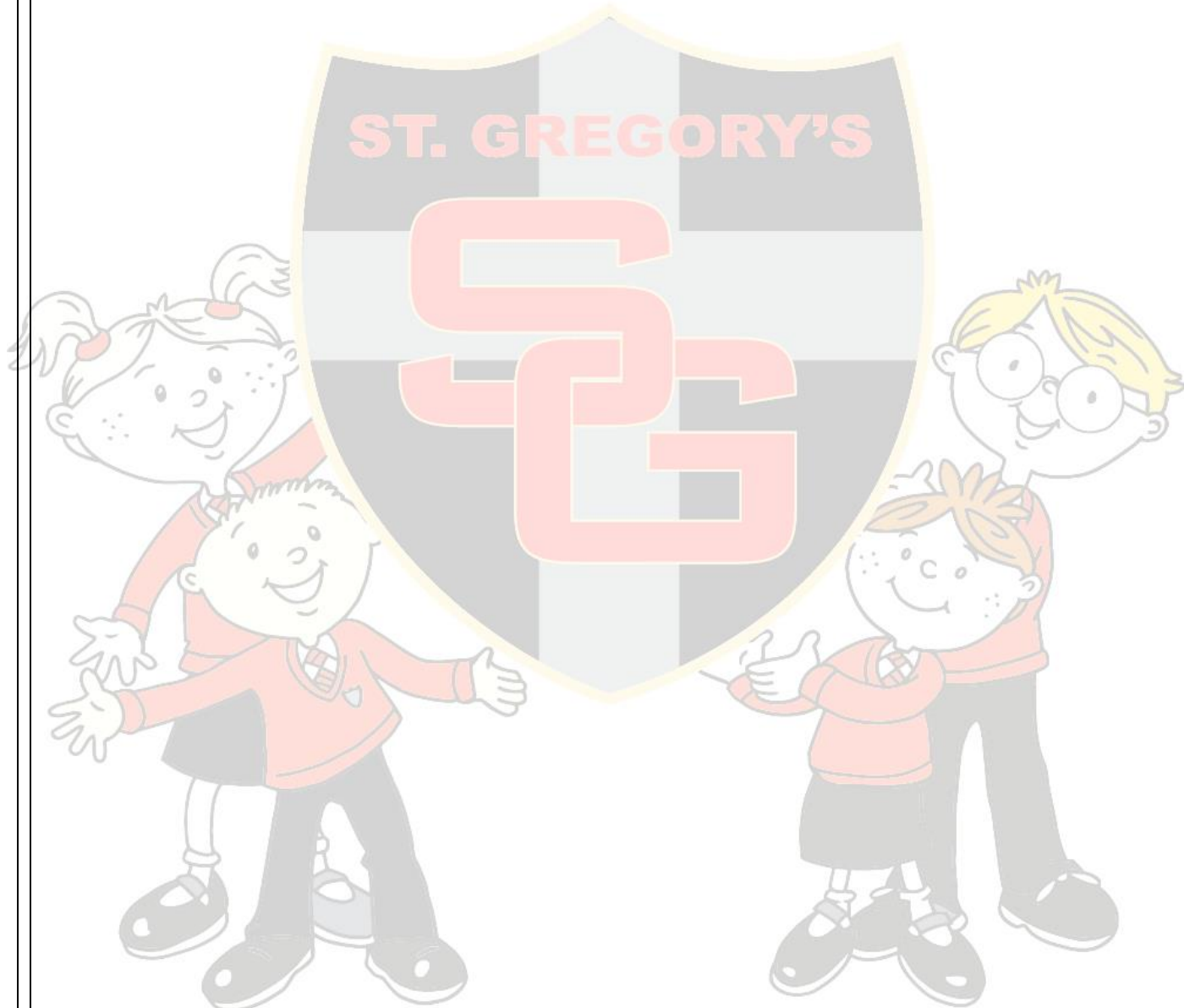
- Create repeating patterns.

Evaluating

- Annotate work in journal.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about it.





DT	<p>Project Focus: Food (A Product, for a Stated Purpose and a Stated User) through an Iterative Process</p> <p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> Investigate similar products to the one to be made to give starting points for a design. <p>Focused Tasks</p> <ul style="list-style-type: none"> Develop sensory vocabulary and knowledge using, smell, taste, texture and feel. Analyse the taste, texture, smell and appearance of a range of foods which are predominantly savoury. Follow instructions and/or recipes. Join and combine a range of ingredients. <p>Design</p> <ul style="list-style-type: none"> Research needs of user. Identify the strengths and weaknesses of their design ideas in relation to purpose/user. Decide which design idea to develop. Develop more than one design or adaptation of an initial design. Plan a sequence of actions to make a product. Use prototypes to develop and share ideas. Think ahead about the order of their work and decide upon tools and materials. <p>Propose realistic suggestions as to how they can achieve their design ideas.</p>
Music	<p>Performing</p> <ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. <p>Creating</p> <ul style="list-style-type: none"> Improvise and develop rhythmic and melodic material when performing. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Analyse and compare sounds. Improve their own and others' work in relation to its intended effect.

	<ul style="list-style-type: none"> ▪ Use and understand staff and other musical notations. <p>Duration</p> <ul style="list-style-type: none"> ▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. <p>Dynamics</p> <ul style="list-style-type: none"> ▪ Recognise differences in dynamic levels. <p>Duration</p> <ul style="list-style-type: none"> ▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. ▪ Use instruments to keep a steady beat. <p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos.
Global Links	<p>Gender Equality</p> <p>Women during the War</p>

