

## 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.

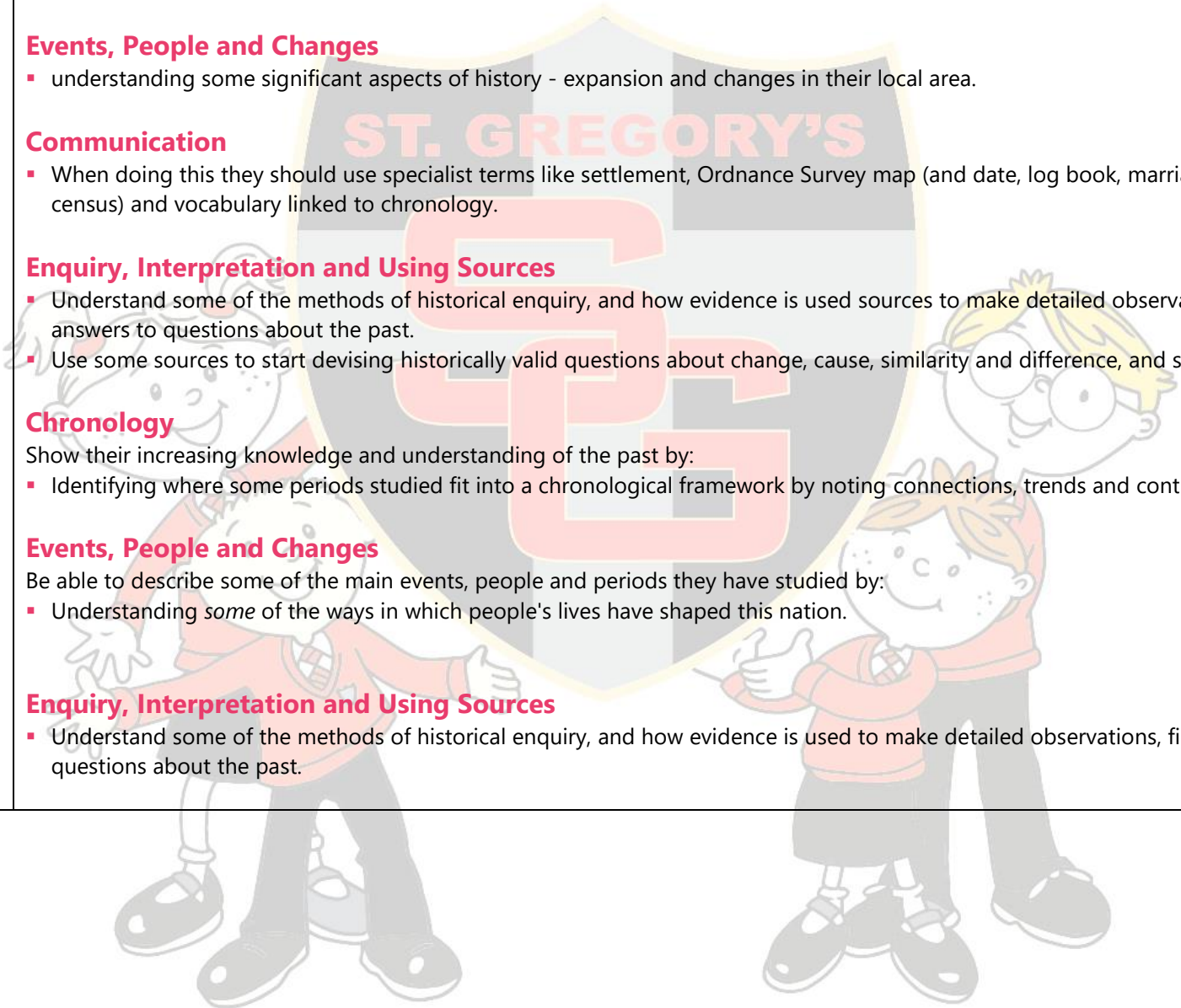
### **Events, People and Changes**

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).

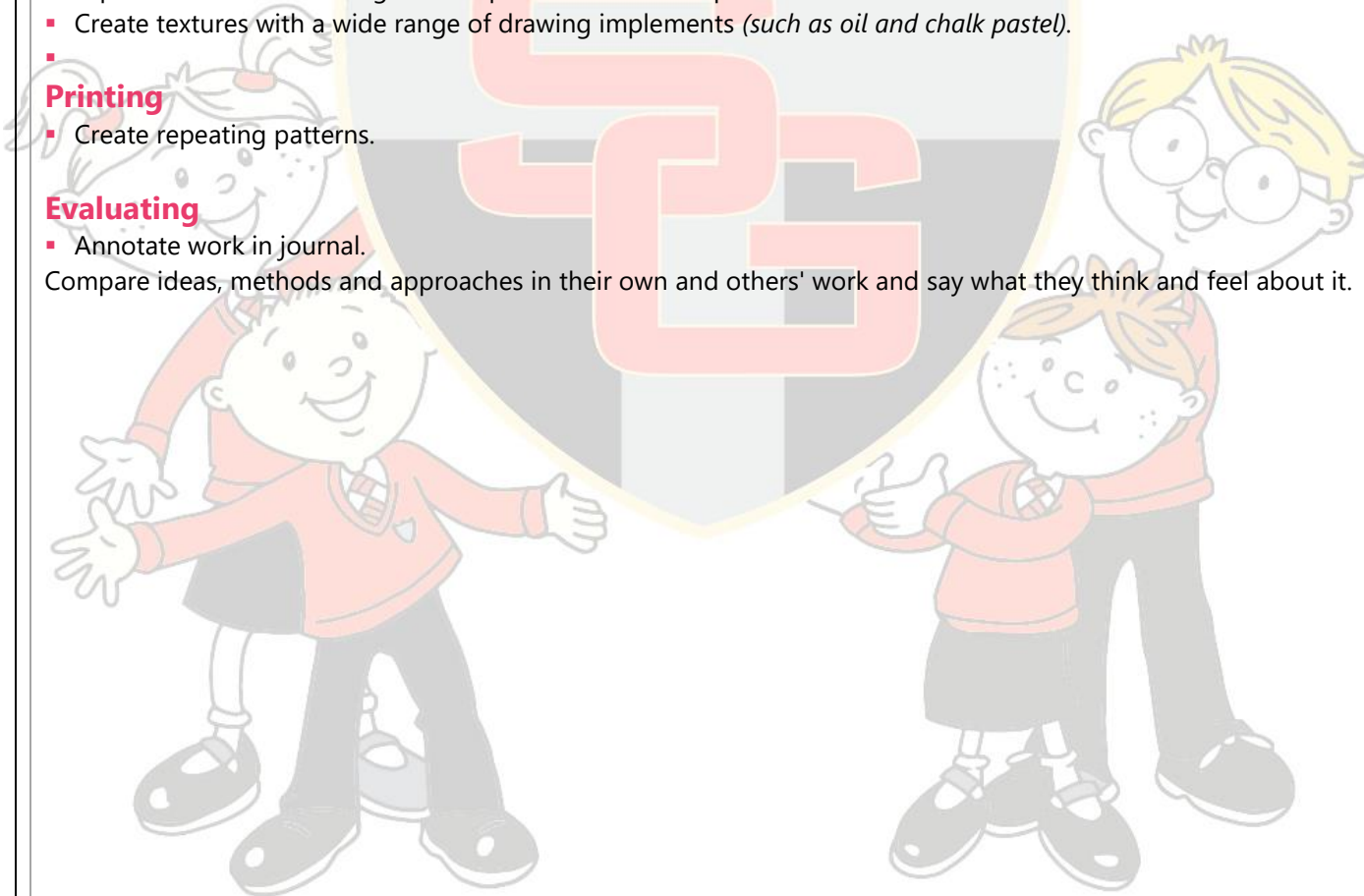
### Printing

- Create repeating patterns.

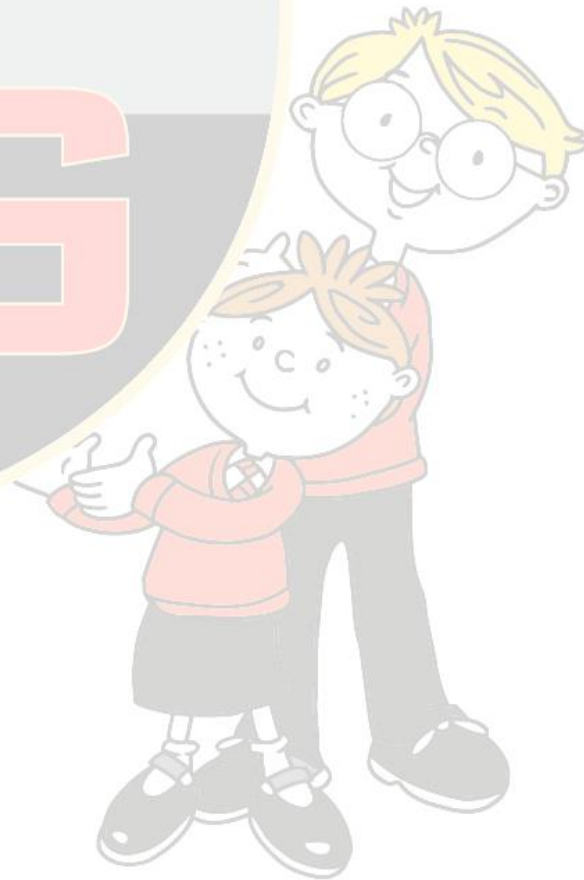
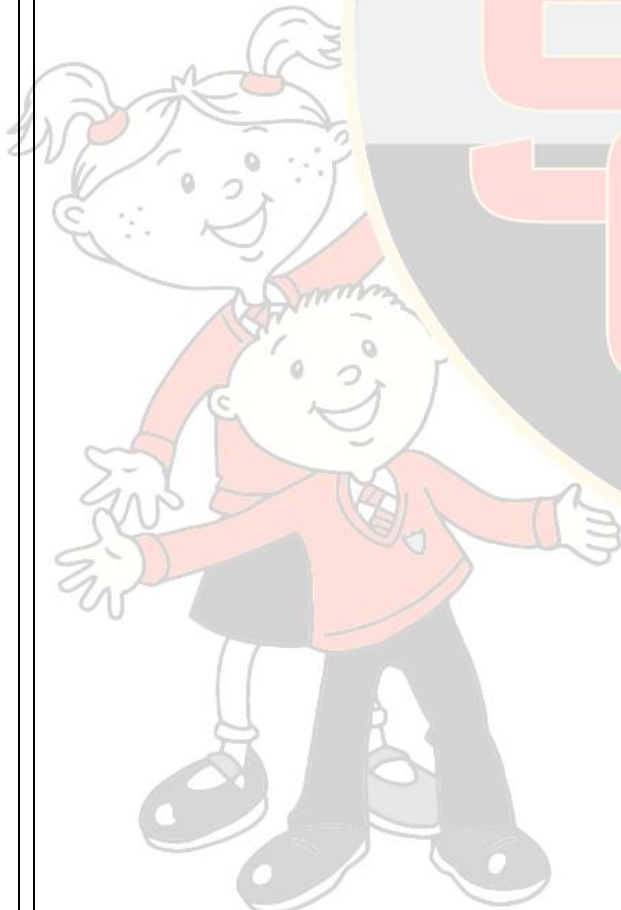
### Evaluating

- Annotate work in journal.

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



ST. GREGORY'S



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

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

