

## Year 3 Curriculum – Autumn Term Overview

|   |   |   |   |  |  |
|---|---|---|---|--|--|
| <b>Religious Education 1</b><br>How did the world begin?<br><b>Key questions:</b><br>What does this look like in our world today- compare to own?<br>Why is it important to look after the world?<br><br><b>Assessment Question</b><br>Where did it all begin?<br><br><b>Vocabulary:</b><br>Create creator planet conservation belief<br><br><b>Other suggestions:</b><br>Compare contrast responsibility   |   | <b>History</b><br><b>Changes in Britain from the Stone Age to the Iron Age</b><br><b>Deep Study: Society and its impact of Community</b><br><b>Key Questions:</b><br>What was the most significant change during the stone age/ iron age/ bronze age?<br>How did their beliefs affect how they lived?<br>What was the reason for building Stonehenge? (case study – cause and consequence)<br>What changes occurred during these times to enable society to develop?<br>How did their actions/discoveries impact our lives today?<br>What evidence do we have to prove their significance?<br>What were the consequences of the discovery of new materials/tools and why were these materials significant to their culture? Now?<br>Where is this period placed on the class global timeline?<br><br><b>Assessment questions</b><br>What were the causes and consequences of change at this time?<br>How was society and community formed?<br><br><b>Vocabulary:</b> Stone Age, hunter-gatherer, nomad settler, Iron Age, Bronze Age, agriculture, century, decade, archaeology, artefact, primary source, CE/BCE |   | <b>Religious Education 2</b><br>Judaism: Part 2: Unit 3 – The Synagogue<br><br><b>Key questions:</b><br><br>Key Questions<br>How does the Torah help Jewish people to understand what being Jewish means?<br>In comparison to other faiths why is the significance of the Torah so important as opposed to the place of worship<br>What are some of the key symbols of the Jewish faith?<br><br><b>Assessment question</b><br>What happens in a Jewish place of worship: the Synagogue?<br><br><b>Vocabulary:</b> Torah, rabbi, Ner Tamid, Ark, psalm<br><br><b>Other suggestions:</b> parable, proverb        |  |
| <b>Computing / D.T</b><br>Drag and Drop, Programs to Simulate Physical Systems<br>Lego We Do - To program a figure that they have built.<br><b>Key Questions:</b><br>Can you explain what an algorithm is?<br>Explain how you got your character from point A to point B.<br>What have I done wrong?<br>Which part of my algorithm needs to be debugged?<br><b>Vocabulary:</b> algorithm, program, debug, error, analyse, design, task, variables |   |   | <b>Geography- Where is Europe?</b><br><b>Key questions:</b><br>What is a continent? What are some of the key physical features of Europe?<br>What are the major cities and capitals? (UK, Italy, France, Germany, Russia, Surrounding Oceans) What are some key physical features? (Climate – temperate, mountains, rivers, valleys, and lakes (The Alps) What are some key human characteristics? Population (compared to other continents) What is the difference between rural and urban UK? What are the counties and cities of the United Kingdom? What are the key human and physical geographical features of rural and urban areas? What is the impact of urbanisation on the environment and how have people effect climate? What are the patterns and changes in human and physical geography and why? How has the growth of population affected urban areas?<br><b>Vocabulary:</b> Birmingham, Leeds, Sheffield, Bristol Manchester, Liverpool, Newcastle, Glasgow, Edinburgh, Cardiff, Dublin, Belfast, City, Capital City, counties, rural, urban, coastal, population, land use , North East, South East, South East, South West, Italy, Rome, Germany, Berlin, France, Paris, Russia, Moscow |  |  |
| <b>PHSE 1</b><br>Relationships<br><br>Friendship; making positive friendships, managing loneliness, dealing with arguments<br><br>Key Question: How can we be a good friend?  | <b>PHSE 2</b><br>Health and wellbeing<br>Keeping safe; at home and school; our bodies; hygiene; medicines and household products<br><br>Key Question: What keeps us safe? | <b>MFL</b><br><b>Introduction to Classroom Objects</b><br><b>Key Focus:</b><br>Parts of the Body<br><b>Key Vocabulary/Question:</b> un sac, un crayon, une gomme, une règle, un cahier, un livre, un stylo, un règle, un cahier, un livre, un stylo<br>Qu'est-ce que c'est dans ta sac? What's in your schoolbag?<br><br><b>Reading</b><br>To link the pronunciation of words to the correct spelling To read and show understanding of the key words taught<br><b>Writing</b><br>To write simple familiar words to describe people, places, things and actions using a model<br>To write single familiar words from memory with understandable accurac   |   | <b>Physical education</b><br><b>Invasion Games</b><br>Demonstrate basic game specific rules and follow these whilst playing. Identify the principles of attack and defence and apply these in teams. Children are able to give feedback to peers commenting on the performance.<br><b>Gymnastics/Dance</b><br>Children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Create, adapt & link a range of dance actions that communicate ideas. Create characters and narrative through movement. |  |
| <b>Music</b>  |   | <b>Science</b>  |   | <b>Art</b>   |  |

|  |   |   |  |
|--|---|---|--|
| <p style="text-align: center;"><b>Copying Rhythmic Patterns</b></p> <p><b>Key Questions:</b><br/>         What is an ostinato? <b>What is the difference between rhythm and pulse?</b> What is tempo? What does BPM mean?</p> <p><b>Vocabulary:</b></p> <p style="text-align: center;"><b>Notation</b></p> <p><b>Key Questions:</b><br/>         What is the value of a semiquaver, quaver, crotchet, minim and semibreve, ?<br/>         How would you describe 'bars' in musical terms?</p> <p><b>Vocabulary:</b> symbol, semiquavers, quavers, crotchets, minims, dotted semibreves, treble clef, bars<br/>         Unison, stave/staff</p> | <p style="text-align: center;"><b>Composition and improvisation</b></p> <p>To be able to compose short melodic phrase and recall pitches</p> <p><b>Key Questions:</b><br/>         What is a musical accompaniment?<br/>         How does the musical accompaniment affect the overall feeling/effect of the music?<br/>         Describe the difference between tuned and untuned percussion.</p> <p><b>Vocabulary: Pitch Composition Melody Accompaniment, Improvise Percussion Texture</b></p> | <p style="text-align: center;"><b>Rocks and fossils</b></p> <p><b>Context: Scientist Mary Anning 1799-1847</b></p> <p><b>Key Questions:</b><br/>         When is a rock a rock? How are fossils formed? What do fossils tell us?</p> <p><b>Vocabulary:</b><br/>         Rock, stone, pebble, boulder, grain, crystals, layers, igneous, metamorphic, sedimentary, soil</p> <p><b>Scientific working procedural knowledge:</b><br/>         Observe and Compare, Predict, Experiment, Conclude</p> | <p style="text-align: center;"><b>Suggested Theme:</b> Stone Age<br/> <b>Suggested Stimulus:</b> Aboriginal Art/Modern Aboriginal</p> <p style="text-align: center;"><b>Skills:</b><br/>         Sketching, Printing and Sculpture</p> <p><b>A study of Language through Art. Early caveman art linked to Stone Age or Traditional Aboriginal art, dot work and landscapes.</b></p> <p><b>Key questions:</b><br/> <b>How can we to create different reds, blues and yellows? What do you notice when you add more red than yellow to blue? Can you distinguish between warm and cold colours?</b><br/> <b>How do we create a slip? Why is it important to score your clay? How could you cut and shape clay to model a natural form?</b></p> <p><b>Vocabulary:</b><br/>         Sculpture: sculpting slip mould shape blend<br/>         Printing/painting: colour wheel, primary, secondary, hue<br/>         mono-print styrofoam press-print repeated</p> |
|--|---|---|--|