

Year 3 Curriculum – Autumn Term Overview

Key Concepts: Governance, Interaction and Impact, Interdependence

<p>Religious Education 1 How did the world begin? Key questions: What does this look like in our world today- compare to own? Why is it important to look after the world? Assessment Question Where did it all begin? Vocabulary: Create creator planet conservation belief Other suggestions: Compare contrast responsibility</p>	<p>History Changes in Britain from the Stone Age to the Iron Age Deep Study: Society and its impact of Community Key Questions: What was the most significant change during the stone age/ iron age/ bronze age? How did their beliefs affect how they lived? What was the reason for building Stonehenge? (case study – cause and consequence) What changes occurred during these times to enable society to develop? How did their actions/discoversies impact our lives today? What evidence do we have to prove their significance? What were the consequences of the discovery of new materials/tools and why were these materials significant to their culture? Now? Where is this period placed on the class global timeline? Assessment questions What were the causes and consequences of change at this time? How was society and community formed? Vocabulary: Stone Age, hunter-gatherer, nomad settler, Iron Age, Bronze Age, agriculture, century, decade, archaeology, artefact, primary source, CE/BCE</p>	<p>Religious Education 2 Judaism: Part 2: Unit 3 – The Synagogue Key questions: How does the Torah help Jewish people to understand what being Jewish means? In comparison to other faiths why is the significance of the Torah so important as opposed to the place of worship What are some of the key symbols of the Jewish faith? Assessment question What happens in a Jewish place of worship: the Synagogue? Vocabulary: Torah, rabbi, Ner Tamid, Ark, psalm Other suggestions: parable, proverb</p>	
<p>Computing Lego We Do - To program a figure that they have built. (Linked to DT- controllable devices) Key Questions: Can you explain what an algorithm is? Explain how you got your character from point A to point B. What have I done wrong? Which part of my algorithm needs to be debugged? Vocabulary: algorithm, program, debug, error, analyse, design, task, variables</p>		<p>Geography- Where is Europe? Key questions: What is a continent? What are some of the key physical features of Europe? 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? Vocabulary: 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</p>	
<p>RHE 1 Positive relationships at school Suggested text: This is our House by Michael Rosen Key question: What are the different types of bullying?</p>	<p>RHE 2 Safety, health and well-being Key question: How do you decide what you eat?</p>	<p>MFL Introduction to Classroom Objects Key Focus: Parts of the Body Key Vocabulary/Question: un sac, un crayon, une gomme, une règle, un cahier, un livre, un style, un règle, un cahier, un livre, un stylo Qu'est-ce que c'est dans ta sac? What's in your schoolbag? Reading To link the pronunciation of words to the correct spelling To read and show understanding of the key words taught Writing To write simple familiar words to describe people, places, things and actions using a model To write single familiar words from memory with understandable accuracy</p>	<p>Physical education High 5 Netball: Learning the skill of passing, shooting and team work. We will play games of High 5 using co-operation and communication in teams. How can you find a space? What do you need to do to communicate to your team? What pass would be best in this situation? Hockey: Quicksticks Learning to keep possession of the ball, scoring, dribbling, receiving, and making space. How can you make space to receive the ball? What would be the benefit of keeping possession of the ball? When might it be beneficial to pass the ball?</p>
<p>Music Music Focus: Ukulele 1, R&B and other styles Key Questions: What are the style indicators of R&B? How do the pulse, rhythm, pitch, tempo, dynamics and texture work together? How do you hold a Ukulele? What pitches are the strings? What happens to the pitch when you add fingers to the frets? What is the difference between strumming and plucking? Vocabulary: Structure, introduction, verse, chorus, male and female voices, bass, drums, guitar, keyboard, synthesizer, Soul, Hip Hop, Gospel, dynamics, hook melody. symbol, semiquavers, quavers, crotchets, minims, dotted minims, treble clef, bars Unison, stave/staff</p>		<p>Science Rocks and fossils Context: Scientist Mary Anning 1799-1847 Key Questions: When is a rock a rock? How are fossils formed? What do fossils tell us? Vocabulary: Rock, stone, pebble, boulder, grain, crystals, layers, igneous, metamorphic, sedimentary, soil Scientific working procedural knowledge: Observe and Compare, Predict, Experiment, Conclude</p>	<p>Art Suggested Theme: Stone Age Suggested Stimulus: Aboriginal Art/Modern Aboriginal Skills: Sketching, Printing and Sculpture A study of Language through Art. Early caveman art linked to Stone Age or Traditional Aboriginal art, dot work and landscapes. Key questions: 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? 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? Vocabulary:Sculpture: sculpting slip mould shape blend, Printing/painting: colour wheel, primary, secondary, hue</p>