

## Year 3 Curriculum – Spring Term Overview

<b>Religious Education 1</b> The Bible		<b>History</b> Ancient Egypt	<b>Religious Education 2</b> Christianity: Local Christian places of worship	
<p><b>Key questions:</b>                  What are the two parts of the bible called? What is a parable? What do we mean by guidance? How does the bible help guide Christians?</p> <p><b>Assessment Question:</b>                  How does the using the Bible help Christians to grow in their faith?</p> <p><b>Vocabulary:</b> Bible, The Ten Commandments, Gospel, Neighbour, Parable, The Old Testament, The New Testament.</p>		<p><b>Key Questions:</b>                  What was the Ancient Egyptians way of life? (How did they rule and govern?)                  What did the Ancient Egyptians believe in and how did this impact their daily lives?                  How does Egypt compare to Britain at that time?                  What impact has Ancient Egypt had in our lives today?                  What sources can we use that support our opinion of Egyptians way of life?</p> <p><b>Assessment questions</b>                  What was the significance of Ancient Egyptians beliefs?                  How did the Egyptian's beliefs influence their society and how it was ruled?</p> <p><b>Vocabulary:</b> CE / BCE, sarcophagus, pyramid, pharaoh, mummification, discovery, Chronology, Century, canopic, Ancient civilization.</p>	<p><b>Key questions:</b>                  What similarities are there in what Christians believe?                  How does coming together help Christians to grow in their faith?</p> <p><b>Assessment question</b>                  Why are there different places of worship for Christians?</p> <p><b>Vocabulary:</b> denominations, community, leaders, common beliefs, reflection, The Lord's Prayer</p>	
<b>Computing / D.T</b> (River Structures)		<b>Geography- River Thames (Field Trip)</b>		
<p><b>Key questions:</b> What is the purpose of a bridge? What bridges are located along the River Thames? Why are some bridges designed differently to others? Which mechanism will you include in your structure?</p> <p><b>Assessment question:</b> Why are some bridges designed differently to others?</p> <p><b>Vocabulary:</b> Bascule bridge, hydraulics, lever, lift bridges, mechanism, pneumatics, prototypes, swing bridge, tilt bridge.</p>		<p><b>Key questions:</b> How does the landscape change through the course of the River? (upper, middle and lower cycle). What effect have people had on the River? How is the river used at different points? Who looks after the River Thames?</p> <p><b>Assessment question:</b> How does the landscape changes through the course of the river? What influence has the River Thames had on the development of urban and rural areas?</p> <p><b>Vocabulary:</b> The Volga, The Siene, The Thames, The Danube</p>		
<b>PSHE 1</b> Relationships	<b>PSHE 2</b> Living in the wider world	<b>MFL</b> Spring 1 – What is in your bag?		<b>Physical education</b>
<p><b>Key questions:</b> How can friendships support our wellbeing? How can we build a good friendship? What does a healthy friendship look like? What does an unhealthy friendship look like? How can be raise concerns if we have them?</p> <p><b>Assessment question:</b> How can we be a good friend?</p> <p><b>Vocabulary:</b> Friendship, Lonliness, discrimination, racism, abuse, bullying, consequences, communities, excluded, included.</p>	<p><b>Key questions:</b>                  what is meant by a diverse community? how do different groups make up the wider/local community around the school? how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups - how the community helps everyone to feel included and values. How to be respectful towards people who may live differently to them - What improves and harms their natural environment. • Why and how rules are enforced. How to take part in making and changing rules.</p> <p><b>Assessment question:</b>                  What makes a community?</p>	<p><b>Key questions: Can you have a simple conversation? Can you answer a question? Qu'est-ce qu'il y a dans ton sac?</b></p> <p><b>Assessment question:</b> Can you confidently talk about and say what you have in the classroom?</p> <p><b>Key Vocabulary/Question:</b> Dans ma sac, Dans ma class, j'ai, rouge, orange, jaune, vert/e, bleu/e, violet/te, blanc/he, gris/e, noir/e, marron, un sac, une regle, une gomme, un crayon, un stylo, un cahier, un livre.</p> <p><b>Spring 2 – Animals</b></p> <p>Key questions: Can you have a simple conversation? Can you answer a question? Avez-vous des animaux a la maison?</p> <p><b>Assessment question:</b> Can you confidently talk about and describe a pet?</p> <p><b>Vocabulary:</b> Les animaux, un lapin, un chien, un chat, un oiseau, une tortue, un poisson, il/elle s' appelle, J'ai, Je n'ai pas, Je voudrais</p>		<p><b>Netball</b>                  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. Use basic netball passes – chest pass, bounce pass, shoulder pass.</p> <p><b>Gymnastics/Dance</b>                  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 &amp; link a range of dance actions that communicate ideas. Create characters and narrative through movement</p>

	<p><b>Vocabulary:</b> Community, Environment, Laws, Contribution, Stereotype</p>		
<b>Music</b>		<b>Science</b>	
<p><b>Copying Rhythmic Patterns</b>  <b>Key Questions:</b>          What is an ostinato? <b>What is the difference between rhythm and pulse?</b> What is tempo? What does BPM mean?  <b>Vocabulary:</b>  <p style="text-align: center;"><b>Notation</b></p> <b>Key Questions:</b>          What is the value of a semiquaver, quaver, crotchet, minim and semibreve, ?          How would you describe 'bars' in musical terms?  <b>Vocabulary:</b> symbol, semiquavers, quavers, crotchets, minims, dotted semibreves, treble clef, bars          Unison, stave/staff</p>	<p><b>Composition and improvisation</b>          To be able to compose short melodic phrase and recall pitches  <b>Key Questions:</b>          What is a musical accompaniment?          How does the musical accompaniment affect the overall feeling/effect of the music?          Describe the difference between tuned and untuned percussion.  <b>Vocabulary: Pitch Composition Melody Accompaniment, Improvise Percussion Texture</b></p>	<p><b>Spring 1 and 2 (8 weeks) – Animals including Humans</b>  <b>Key Questions:</b>          Why are humans not floppy?  <b>Assessment question: Name and describe the key features of the musculoskeletal system.</b>  <b>Vocabulary:</b> Skeletons, muscles, , bones, nutrients, nutrition, carbohydrates, protein, fibre, vitamins.</p>	<p><b>Art – Study of Urban Landscape through Lowry (Deptford Creek), final outcome chalk pastel</b>  <b>Key questions:</b>          How we can show different sized buildings in our drawings? What is proportion? What is perspective? Drawing of cityscapes/urban landscape eg view from Greenwich Park/Docklands; Initially pencil and then chalk and charcoal.          Begin to develop perspective when drawing buildings and landscapes.  <b>Assessment question: How does your work compare to Lowry?</b>  <b>Vocabulary:</b> tone: light / dark observation, line, shade, composition.</p>