

Year 3 Curriculum – Summer Term Overview

Religious Education 1 Buddhism: The Buddha Key Questions How did the Buddha teach that people should live? Do all actions have consequences? Assessment question: Where and how did Buddhism originate? Key Vocabulary Buddha, Buddhism, Buddhist, Enlighten, Siddhartha	History Local History Study: Naval Greenwich Historical Enquiry: to begin to understand the historical significance of Greenwich as the home of Maritime history. Key Paintings: Hero of Trafalgar and Death of Nelson Key Questions: How do we use sources to find out about the past? What is the link to Greenwich then and now? Study of significant individuals in Nelson's Navy (1783 – 1805) (Nelson, Jane Townsend, George Ryan) Who served at the Battle of Trafalgar? Why is there a Statue of Nelson in Trafalgar Square? Olaudah Equiano (1745-1797) was a sailor at this time what role did he play? Where were they from? What does this tell us about the ship? Why was their role important enough to be in the painting and what did they do that was significant? · Why/how are they important to us and where we live? How does this person link to Greenwich? Why was Nelson's body brought the Greenwich? Assessment Question - Why was "maritime Life" important/significant to our local area? Vocabulary: Global, international, continuity, nautical, secondary source, Greenwich, Thames, chronology, conquest, discovery, settler, Maritime, Greenwich, river, dock	Religious Education 2 Buddhism: Living as a Buddhist Key Questions: What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha? Assessment Question: How do the beliefs of Buddhists affect their daily lives? Key Vocabulary: Sangha, Buddha, Buddhist, community, Temple, Buddhist Centre, meditate/meditation, Shrine		
Computing Digital Literacy /Online safety To increase fluency and use of different technologies/apps that achieve similar outcomes i.e. Keynote and PowerPoint Begin to draw comparisons between platforms. Use a range of technologies safely To understand how the internet provides opportunities for learning and communication Understand the importance of online language Understand how to be safe on the internet and know who to speak do / what to do when facing issues on the internet i.e. inappropriate content, messages from strangers etc. To use a range of technologies safely, supporting peers to do the same To understand how information is sorted on the internet and how to find things easily and securely Key Questions Which app was the best at communicating the information and why? How do you know if something written online is accurate? How can you check? Who is a 'responsible' adult that you can speak to? How can you be safe on the internet? How do we differentiate between reliable sources and unreliable sources? How can you be safe online at home? What features do websites/games have if? Vocabulary: app outcome platform fake news online language, safety internet protect prevent inappropriate content blocking game console laptop		Geography Fieldwork Case study: River Thames- source to mouth (Thames barrier) Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Assessment Question What influence has the River had on the development of urban and rural areas? Key Questions: 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? Key vocabulary: Peninsular, current, tidal, flow, London, settlements, pollution, transportation, flood plains, irrigation, Water Cycle human geography, physical geography		
RHE Health and wellbeing Being healthy: eating well, dental care Key Question: Why should we eat well and look after our teeth? No Outsiders 3.5	MFL Key Focus: Families and Birthdays To know how to say a given date, eg today's date and birthdays Days of the week and months of the year: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai, juin,	D.T River Structures To design and investigate structures to enable boats to navigate rivers. To investigate and analyse existing bridges and locks around the River Thames and connecting canals. E.g. Tower Bridge, Millennium Bridge, Lime House Basin, Camden Lock. Investigate and compare different movable bridges and	Physical Education Cricket Develop and apply fundamental movement skills of running, throwing, catching, rolling, stopping, striking and	Physical Education Athletics Focus on running technique demonstrating position of body. Explore different methods of throwing

<p>Key learning – To recognise and help an outsider Suggested Text: The Hueys in the New Jumper by Oliver Jeffers</p> <p>Health and wellbeing Being healthy: keeping active, taking rest Key Question: Why should we keep active and sleep well?</p> <p>No Outsiders 3.6 Key learning – To consider living in Britain Today Suggested Text: Planet Omar: Accidental Trouble Magnet by</p>	<p>juliet, août, septembre, octobre, novembre, décembre. Bon anniversaire ! Mon anniversaire est le...</p> <p>Family Members ma famille, ma sœur, mon frère, mon père, ma mère</p> <p>Reading To link the pronunciation of words to the correct spelling 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>aqueducts e.g. draw bridges, bascule bridges, swing bridges. To understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers, linkages or pneumatics). To understand how to strengthen, stiffen and reinforce their structures</p> <p>Key Questions What is the purpose of a bridge? What bridges/water structures are located along the River Thames? Which mechanism system will you include in your design?</p> <p>Vocabulary - Aqueducts, mechanism, levers, pulleys, linkage, gears, pneumatics, prototype</p>	<p>retrieving to cricket games. Explore batting by striking a static ball and progress to bouncing/bowled ball. Participate in small, sided cricket games and scenarios identify key rules.</p>	<p>for accuracy and power. Perform different jumps developing children's strength and coordination.</p>
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Music		Science		Art
<p>Rhythmic Accompaniments - tempo</p> <p>To create a rhythmic accompaniment. To start to play on the first beat in any given tempo.</p> <p>Questions: What is an ostinato? What is the difference between rhythm and pulse? What is tempo? What does BPM mean?</p> <p>Vocabulary: Notation Ostinato Rhythm Tempo Pulse BPM Accompaniment Texture</p>	<p>Composition – short, melodic phrases</p> <p>To be able to compose short melodic phrase and recall pitches.</p> <p>Questions: What is a musical accompaniment? How does musical accompaniment add to the overall feeling/effect of the music?</p> <p>Vocabulary: Accompaniment improvise Percussion Texture</p>	<p>Plants</p> <p>Name, locate and describe the functions of the main parts of plants, including those involved in transporting water and nutrients and describe the requirements of plants for life and growth.</p> <p>Questions: What would happen to plants if we removed ...? How do plants create other plants?</p> <p>Vocabulary : Nutrients, pollination, seed formation, dispersal, reproduction</p>	<p>Light</p> <p>Use the ideas that light from light sources, or reflected light travels in straight lines and enters our eyes to explain the formation and size of shadows</p> <p>Questions: How do we see? Why are there no shadows at night-time? Why shouldn't you stare at the sun? How would life be different if there was no light? How do mirrors work? Are shadows always the same size?</p> <p>Light Light, source, dark, reflect, mirror, shadow, direction, transparent, opaque, translucent, surface, shiny, matt</p>	<p>A study of natural forms using Rocks, Shells and Fossils Observational drawings. Clay relief work. Final outcome Clay</p> <p>Observational drawing Drawing of shells and fossils; Initially pencil and then chalk and charcoal. Sculpture Moulding shapes and printing into clay – Fossils and shells</p> <p>Questions: How do we create a slip? How could you cut and shape clay to model a natural form?</p> <p>Vocabulary: sculpting slip mould shape blend</p>