

## Year 3 Curriculum – Spring Term Overview

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| <p style="text-align: center;"><b>Religious Education 1</b><br/>Christianity The Bible</p> <p><b>Key questions:</b><br/>? <b>How does using the Bible help Christians to grow in their faith</b> What does the Bible contain? How do Christians use the Bible? How do the commandments impact on life today?</p> <p><b>Vocabulary:</b><br/>Bible, Testament, gospel, parable, neighbour</p>  | <p style="text-align: center;"><b>History</b><br/>Egypt - Ancient Egypt</p> <p><b>Deep Study: Rulers / Governance - the structure of power and influence of belief on Power</b><br/><b>Case Study: Howard Carter – thief or historian? (case study - interpreting evidence)</b></p> <p><b>Key Questions:</b><br/><b>What was the significance of Ancient Egyptians beliefs?</b><br/><b>How did the Egyptian's beliefs influence their society and how it was ruled?</b></p> <p>What was the Ancient Egyptians way of life? (How did they rule/govern?) What did the ancient Egyptians believe in and how did this impact their daily lives? (Religion/after life/Pharaoh as God) How does Egypt compare to Britain at that time? What impact has Ancient Egypt had our lives today? What sources can we use which support our opinion of Egyptian way of life?</p> <p><b>Vocabulary:</b><br/>ancient civilisation, pharaoh, pyramid, mummification, canopic, sarcophagus, River Nile, archaeology, artefact<br/>century, chronology, discovery, significance, primary source, cause consequence, CE/BCE</p>   | <p style="text-align: center;"><b>Religious Education 2</b><br/>Christianity: Local Christian Places of worship</p> <p><b>Key questions:</b><br/><b>Why are there different places of worship for Christians?</b></p> <p>What similarities are there in what Christians believe? How does coming together help Christians to grow in their faith.</p> <p><b>Vocabulary:</b><br/>Denominations, community, leaders, common beliefs, reflection, The Lord's Prayer</p>  |  |   |
| <p style="text-align: center;"><b>Computing</b><br/>Digital Literacy</p> <p><b>Key Questions:</b><br/><b>Which app was the best at communicating the information and why?</b></p> <p>How do you know if something written online is accurate? How can you check?</p> <p><b>Vocabulary:</b><br/>app, outcome, platform</p>  | <p style="text-align: center;"><b>Geography</b><br/>What is the difference between rural and urban UK?</p> <p><b>Key questions: What are some of the key physical features of Europe?</b></p> <p>What are the counties and cities of the United Kingdom? What are the key human and physical geographical features of rural and urban areas? Contrast and compare two biomes that exist in the continent of Europe. 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?</p> <p><b>Vocabulary:</b><br/>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 Peninsular, current, tidal, flow, London, settlements, pollution, transportation, flood plains, irrigation, Water Cycle human geography, physical geography,</p> |   |  |   |
| <p style="text-align: center;"><b>RHE</b></p> <p style="text-align: center;"><b>Living in the wider world</b></p> <p><b>Key Questions:</b><br/><b>What would it be like if we were all the same?</b><br/><b>Is being different a good thing?</b></p> <p>Children will consider their differences and the value that diversity brings.</p> <p style="text-align: center;"><b>Relationships</b></p> <p><b>Key Questions:</b><br/><b>What should you do if you experience a negative relationship?</b></p> <p>Children will discuss what constitutes a positive and healthy relationship.</p> | <p style="text-align: center;"><b>MFL</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Key Focus:</b><br/>Parts of the Body</p> <p><b>Key questions:</b><br/>Can you name different parts of the body?<br/>Can you label a picture of the body?<br/>Can you describe your eye colour/hair colour?</p> <p><b>Vocabulary</b><br/>bras, jambe, oreilles, nez, yeux, bouche, cheveux, court, long, jambe, oreilles, nez, yeux, bouche, cheveux, court, long</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Key Focus:</b><br/>Pets</p> <p><b>Key questions:</b><br/>Do you have any pets?<br/>What pets do you have?<br/><b>Can you describe your pet?</b> - What colour is it?</p> <p><b>Vocabulary</b><br/>Les animaux, un lapin, un chien, un chat, un oiseau, une tortue, une souris, un dragon un cheval, une grenouille, un poisson, un canard, il/elle s'appelle...</p> </td> </tr> </table>   |   | <p><b>Key Focus:</b><br/>Parts of the Body</p> <p><b>Key questions:</b><br/>Can you name different parts of the body?<br/>Can you label a picture of the body?<br/>Can you describe your eye colour/hair colour?</p> <p><b>Vocabulary</b><br/>bras, jambe, oreilles, nez, yeux, bouche, cheveux, court, long, jambe, oreilles, nez, yeux, bouche, cheveux, court, long</p> | <p><b>Key Focus:</b><br/>Pets</p> <p><b>Key questions:</b><br/>Do you have any pets?<br/>What pets do you have?<br/><b>Can you describe your pet?</b> - What colour is it?</p> <p><b>Vocabulary</b><br/>Les animaux, un lapin, un chien, un chat, un oiseau, une tortue, une souris, un dragon un cheval, une grenouille, un poisson, un canard, il/elle s'appelle...</p> |
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| <p><b>Playing rhythms from notations</b><br/> <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?<br/> <b>Vocabulary:</b><br/> <b>Notation</b><br/> <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?<br/> <b>Vocabulary:</b><br/> symbol, semiquavers, quavers, crotchets, minims, dotted semibreves, treble clef, bars<br/> Unison, stave/staff</p> | <p><b>History (Genre and Orchestra)</b><br/> <b>Key Questions:</b><br/> <b>What is meant by 'genre'?</b> What genres or music do you listen to outside of school? How was music used in (relate to topic...)?<br/> <b>Vocabulary:</b><br/> genre, culture, pitch, orchestra<br/> <b>Melody/Use of Voice</b><br/> <b>Key Questions:</b><br/> What does unison mean? What is harmony/what does it mean to sing or perform in harmony?<br/> <b>Vocabulary:</b><br/> oracy, unison, harmony</p> | <p><b>Animals including humans</b><br/> <b>Skeleton, muscles and nutrition</b><br/> <b>Key Questions:</b><br/> <b>What happens if we don't eat?</b><br/> Why are humans not floppy floppy?<br/> <b>Vocabulary:</b><br/> skeletons, muscles, support, protection, movement, bones, nutrients, nutrition, carbohydrates, protein, fibre, vitamins<br/> <b>Scientific working procedural knowledge:</b><br/> Observe, Compare, Sort and Organise, Predict, Experiment</p> | <p><b>Forces</b><br/> Magnetic Forces<br/> <b>Key Questions:</b><br/> <b>Are magnets magical?</b> Do opposites attract? Can you move things without touching them? Is a sponge magnetic?<br/> <b>Vocabulary:</b><br/> Force, magnets, strength, attract, repel, material, poles, magnetic<br/> <b>Scientific working procedural knowledge:</b><br/> Observe, Compare, Sort and Organise, Predict, Experiment, Conclude</p> | <p><b>Rural and Urban landscape</b><br/> <b>Suggested artists-Lowry and Hockney</b><br/> <b>River Thames</b><br/> <b>Drawing</b><br/> <b>Key questions:</b><br/> <b>How can we show the different sized buildings in our drawings?</b> What is proportion? What is perspective?<br/> <b>Vocabulary:</b><br/> tone, form, proportion, size<br/> <b>Painting</b><br/> <b>Key questions:</b><br/> 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?<br/> <b>Vocabulary:</b> colour wheel, primary, secondary, hue</p> |
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