

Year 3 Curriculum – Autumn Term Overview

Religious Education 1 How did the world begin?		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/discoveries 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		Religious Education 2 Judaism: Part 2: Unit 3 – The Synagogue	
Assessment Question: What are creation stories and what is their importance? What are the similarities within the creation stories? Where did it all begin? Key questions: What does this look like in our world today-compare to own? Why is it important to look after the world? Where did it all begin? Vocabulary: Belief, create, creator, compare, conservation, Planet, responsibility		Assessment question: What are the key aspects and meanings of the eJewish faith? 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? Vocabulary: Torah, rabbi, Ner Tamid, Ark, psalm, parable, proverb, Yad			
Computing / D.T - Programming Drag and Drop, Programs to Simulate Physical Systems Lego We Do - To program a figure that they have built. 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, backwards, construct, direction, evaluate, forwards, movement, product		Geography- Rural and Urban Areas Key questions: What is the difference between rural and urban areas? What is a city? What is a country? How is the United Kingdom divided? What are the human and physical features of rural and urban areas? What is the different between rural and urban areas? How has the growth of the population affected urban areas? Vocabulary: urban, rural, urbanisation, city, county, human features, physical features, characteristics,			
PHSE 1 Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments Key Question: How can we be a good friend?	PHSE 2 Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products Key Question: What keeps us safe?	MFL Introductions and Basics Key Focus: Introducing yourself, saying hello, Key Question: Can you have a simple conversation? Can you introduce yourself in French and answer a question? Key Vocabulary: bonjour, salut, bon matin, bon apres-midi, bonsoir, bonne nuit, merci, s'il vous plait, ca va? Ca va bien!, ca vat res bien!, ca va mal, comme ci, comme ca. Birthdays Key Focus: Birthdays and ages. Key Question: Can you say how old you are and say when your birthday is? Key Vocabulary: quelle age as-tu? J'ai ____ ans. Quelle est le date de ton anniversaire? Mon anniversaire est le...			
Music		Physical Education 1: Football Children will learn how to dribble whilst changing direction and speed. They will develop their passing skills whilst both attacking and defending.			
Science		Physical Education 2: Fitness Children will develop their strength, speed, stamina, co-ordination, balance and agility.			
Art		Physical Education 3: Dance Children will learn to create actions in response to a stimulus and move in time with others. They will use canon, formations and unisons whilst choreographing independing and defending.			
Physical Education 4: Dodgeball Children will develop their throwing towards a target and catching. They will develop their dodging skills and begin to think tactically about team games.		Suggested Theme: Australian Indigenous Art Suggested Stimulus: Aboriginal Art/Modern Aboriginal Skills: Drawing, Printing, Painting Key questions: How can art symbols be used as a means of communication? What is Australian Indigenous Art? How can Aboriginal art represent landscape? What materials did first generation artists use to create art? How could you use natural forms to create an abstract image? Vocabulary: Pattern, mono-print, negative space, positive space, shape, colour wheel, primary colour, secondary colour, complimentary colour, pattern, Aboriginal art, indigenous, symbols, abstract.			
Copying Rhythmic Patterns Key Questions: What is an ostinato? What is the difference between rhythm and pulse? What is tempo? What does BPM mean? Vocabulary: Notation Key Questions: What is the value of a semiquaver, quaver, crotchet, minim and semibreve, ? How would you describe 'bars' in musical terms? Vocabulary: symbol, semiquavers, quavers, crotchets, minims, dotted semibreves, treble clef, bars Unison, stave/staff		Composition and improvisation To be able to compose short melodic phrase and recall pitches Key Questions: 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. Vocabulary: Pitch, composition, melody, accompaniment, improvise, percussion, texture			
Context: Scientist Mary Anning 1799-1847 Key Questions: When is a rock a rock? How are fossils formed? What do fossils tell us? Can you group and identify rocks in different ways according to their properties, based on first hand observation? Vocabulary: Rock, stone, pebble, boulder, grain, crystals, layers, igneous, metamorphic, sedimentary, soil Scientific working procedural knowledge: Observe and Compare, Predict, Experiment, Conclude Forces Key Questions: Can you describe the effect of simple forces that act at a distance and magnetic forces including those between like and unlike magnetic poles? Vocabulary: magnets, attract, repel, poles, magnetic, force, materials, strength Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Conclude, Apply					