Year 3 Curriculum – Spring Term Overview

Religious Education 1
Christianity The Bible
Key questions:
? **How does using the Bible help Christians to grow in their faith** What does the Bible contain? How do Christians use the Bible**?** How do the commandments impact on life today?

Vocabulary:
Bible, Testament, gospel, parable, neighbour

History
Egypt - Ancient Egypt
Deep Study: Rulers / Governance - the structure of power and Influence of belief on Power
Case Study: Howard Carter – thief or historian? (case study - interpreting evidence)
Key Questions:
What was the significance of Ancient Egyptians beliefs?
How did the Egyptian's beliefs influence their society and how it was ruled?
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?

Vocabulary:
ancient civilisation, pharaoh, pyramid, mummification, canopic, sarcophagus, River Nile, archaeology, artefact century, chronology, discovery, significance, primary source, cause consequence, CE/BCE

Religious Education 2
Christianity: Local Christian Places of worship
Key questions:
Why are there different places of worship for Christians? What similarities are there in what Christians believe? How does coming together help Christians to grow in their faith.

Vocabulary:
Denominations, community, leaders, common beliefs, reflection, The Lord's Prayer

Computing
Digital Literacy
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?

Vocabulary:
app, outcome, platform

Geography
What is the difference between rural and urban UK?
Key questions: What are some of the key physical features of Europe?
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?

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 Peninsular, current, tidal, flow, London, settlements, pollution, transportation, flood plains, irrigation, Water Cycle human geography, physical geography,

RHE
Living in the wider world
Key Questions:
What would it be like if we were all the same?
Is being different a good thing?
Children will consider their differences and the value that diversity brings.

Relationships
Key Questions:
What should you do if you experience a negative relationship?
Children will discuss what constitutes a positive and healthy relationship.

MFL
Key Focus:
Parts of the Body

Key questions:
Can you name different parts of the body?
Can you label a picture of the body?
Can you describe your eye colour/hair colour?

Vocabulary
bras, jambe, oreilles, nez, yeux, bouche, cheveux, court, long, jambe, oreilles, nez, yeux, bouche, cheveux, court, long

Key Focus:
Pets
Key questions:
Do you have any pets?
What pets do you have?
Can you describe your pet? - What colour is it?

Vocabulary
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...

Physical Education
Basketball:
Identify principles of attack and defence and explore this in basic games. Develop game specific skills- passing, control, dribbling, shooting, tackling etc. Demonstrate control when dribbling, passing and receiving.

Physical Education
Dance:
Respond imaginatively to different stimuli. Respond imaginatively through movement and gesture. Explore, remember, repeat and link a range of body actions & movement patterns with more coordination.

Music

Science

Art

Playing rhythms from notations	History (Genre and Orchestra)	Light and Shadows	Forces	Rural and Urban landscape
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	**Key Questions:** **What is meant by 'genre'**? What genres or music do you listen to outside of school? How was music used in (relate to topic...)? **Vocabulary:** genre, culture, pitch, orchestra **Melody/Use of Voice** **Key Questions:** What does unison mean? What is harmony/what does it mean to sing or perform in harmony? **Vocabulary:** oracy, unison, harmony	Sight **Key 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? **Vocabulary:** Light, source, dark, reflect, mirror, shadow, direction, transparent, opaque, translucent, surface, shiny, matt **Scientific working procedural knowledge:** Observe and Compare, Predict, Experiment, Conclude	Magnetic Forces **Key Questions:** **Are magnets magical?** Do opposites attract? Can you move things without touching them? Is a sponge magnetic? **Vocabulary:** Force, magnets, strength, attract, repel, material, poles, magnetic **Scientific working procedural knowledge:** Observe, Compare, Sort and Organise, Predict, Experiment, Conclude	Suggested artists-Lowry and Hockney River Thames **Drawing** **Key questions:** **How can we show the different sized buildings in our drawings?** What is proportion? What is perspective? **Vocabulary:** tone, form. proportion, size **Painting** **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? **Vocabulary:**colour wheel, primary, secondary, hue