

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		Religious Education 2 Judaism: The Synagogue	
<p>Key questions: What does this look like in our world today-compare to own? Why is it important to look after the world?</p> <p>Assessment Question What are creation stories and what is their importance? What are the similarities within the creation stories?</p> <p>Vocabulary: Belief, create, creator, compare, conservation, planet, responsibility</p>		<p>Key Questions: What was the most significant change during the stone age and bronze age? What was the reason for building Stonehenge? 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?</p> <p>Assessment questions What were the causes and consequences of change at this time? How was society and community formed?</p> <p>Vocabulary: Agriculture, archaeology, artefact, BCE, CE, century, decade, hunter-gatherer, Stone Age, Bronze Age, nomad, primary sources, secondary sources, settler.</p>		<p>Key questions: What happens in Jewish place of worship – Synagogue? 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 Jewish faith?</p> <p>Assessment question What are the key aspects and meanings of the Jewish faith?</p> <p>Vocabulary: Ark, Ner Tamid, Rabbi, Parable, Proverb, Psalm, Torah, Yad, Synagogue.</p>	
Computing / D.T			Geography- Rural and Urban areas.		
<p>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?</p> <p>Assessment question: Can you explain what an algorithm is? What would you do differently next time?</p> <p>Vocabulary: algorithm, program, debug, error, analyse, design, task, variables</p>			<p>Key questions: What is a city? What is a county? How is the United Kingdom divided? What are the human and physical features of rural and urban areas? What is the difference between rural and urban UK areas? How has the growth of population affected urban areas?</p> <p>Assessment question: What is the difference between a rural and an urban area?</p> <p>Vocabulary: Urban, Rural, Urbanisation, City, County, Human features, Physical features.</p>		
PSHE 1 Relationships	PSHE 2 Health and wellbeing	MFL Autumn 1 – Introductions and basics		Physical education	
<p>Key questions: 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>Assessment question: How can we be a good friend?</p> <p>Vocabulary: Friendship, Lonliness, discrimination, racism, abuse, bullying, consequences, communities, excluded, included.</p>	<p>Key questions: What hazards may cause us harm? How can we keep our bodies protected and safe? What should we do in an emergency? How can we respond to pressure to do something that feels unsafe? How can hygiene contribute to staying healthy?</p> <p>Assessment question: What keeps us safe?</p> <p>Vocabulary: hazards, risk, protection, medicine, vaccinations, responsible, healthy, bacteria,</p>	<p>Key questions: Can you have a simple conversation? Can you answer a question? Ca va? Comment tu t'appelles? Je m'appelle...</p> <p>Assessment question: Can you introduce yourself in French?</p> <p>Key Vocabulary/Question: Bonjour, Bon matin, Bon apres-midi, Bonsoir, Bonne nuit, Ca va? Ca va bien! Ca va tres bien! Ca va mal. Comme ci, comme ca. Et toi? S'il vous plait. Merci.</p>		<p>Invasion Games 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.</p> <p>Gymnastics/Dance 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 & link a range of dance actions that communicate ideas. Create characters and narrative through movement</p>	
Music		Autumn 2 – Birthdays		Art – Australian Indigenous Art	
		<p>Key questions: Can you have a simple conversation? Can you answer a question? Quella age as-tu? Quelle est le date de ton anniversaire?</p> <p>Assessment question: Can you say how old you are and when your birthday is?</p> <p>Vocabulary: écoutez, repetez, age, anniversaire, (numbers to 30), (months of the year), ans,</p>			
		Science			

<p style="text-align: center;">Copying Rhythmic Patterns</p> <p>Key Questions: What is an ostinato? What is the difference between rhythm and pulse? What is tempo? What does BPM mean?</p> <p>Vocabulary:</p> <p style="text-align: center;">Notation</p> <p>Key Questions: What is the value of a semiquaver, quaver, crotchet, minim and semibreve, ? How would you describe 'bars' in musical terms?</p> <p>Vocabulary: symbol, semiquavers, quavers, crotchets, minims, dotted semibreves, treble clef, bars Unison, stave/staff</p>	<p>Composition and improvisation To be able to compose short melodic phrase and recall pitches</p> <p>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.</p> <p>Vocabulary: Pitch Composition Melody Accompaniment, Improvise Percussion Texture</p>	<p style="text-align: center;">Autumn 1 - Rocks and fossils</p> <p>Key Questions: When is a rock a rock? Can you name some different rocks? How are rocks formed? Can you describe some properties of different rocks? What does permeability mean?</p> <p>Assessment question: How are rocks formed? What do fossils tell us?</p> <p>Vocabulary: Rock, stone, pebble, boulder, grain, crystals, layers, igneous, metamorphic, sedimentary, soil</p> <p style="text-align: center;">Autumn 2 – Forces</p> <p>Key questions: Can you compare how things move on different surfaces? Do all magnets attract each other? Which materials are attracted to magnets?</p> <p>Assessment question: Can you describe the effect of simple forces that act at a distance? Can you describe the effect magnetic forces including those between like and unlike magnetic poles?</p> <p>Vocabulary: Magnets, attract, repel, poles, magnetic, force, materials, strength.</p>	<p>Key questions: What is Australian Indigenous Art? How can symbols be used to create a language that tells a story? Can you distinguish between warm and cold colours? What printing techniques can we use to create language through symbols?</p> <p>Assessment question: How can art symbols be used as a means of communication?</p> <p>Vocabulary: Pattern, mono-print, colour wheel, primary colour, secondary colour, complimentary colour, hue, aboriginal art, indigenous, symbols.</p>
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