

Year 3 Curriculum – Summer Term Overview

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| <u>Religious Education – Summer 1</u> <u>Buddhism – The Buddha</u> | | <u>History – Local History Study: Maritime Greenwich</u> | | <u>Religious Education – Summer 2</u> <u>Buddhism: Living as a Buddhist</u> | |
| <p>Key questions: Who is Siddhartha Gotama? What is enlightenment? What does 'Buddha' mean?</p> <p>Assessment Question: Where and how did Buddhism originate?</p> <p>Vocabulary: Buddha, Buddhism, Buddhist, Enlighten, Siddhartha, compassionate, search, truth, honesty.</p> | | <p>Key Questions: Who served at the Battle of Trafalgar? Olaudah Equiano was a sailor, what role did he play? Where were they from? What does this tell us about the ship? Why / how are they important enough to be in the painting? What did they do that was significant? How does this person link to Greenwich? Why was Nelson's body bought to Greenwich?</p> <p>Assessment questions: Why was 'maritime life' important/significant to our local area?</p> <p>Vocabulary: continuity, global, international, nautical, Maritime, Seaman, Battle of Trafalgar, HMS Victory.</p> | | <p>Key questions: What is the importance of a temple or a Buddhist temple? Why do Buddhists have images of Buddha? What is the story of The King's Elephant? Why do Buddhists meditate together?</p> <p>Assessment question How do Buddhists' beliefs affect their daily lives?</p> <p>Vocabulary: Buddha, Buddhist, community, compassion, meditation, sangha, shrine, temple / buddhist centre, wisdom, values.</p> | |
| <u>Computing / D.I</u> <u>(River Structures continued)</u> | | | <u>Geography- Europe (The Mediterranean)</u> | | |
| <p>Key questions: What is the purpose of a bridge? What bridges are located along the River Thames? Why are some bridges designed differently to others? Which mechanism will you include in your structure?</p> <p>Assessment question: Why are some bridges designed differently to others?</p> <p>Vocabulary: Bascule bridge, hydraulics, lever, lift bridges, mechanism, pneumatics, prototypes, swing bridge, tilt bridge.</p> | | | <p>Key questions: Where is Europe? What are the major cities and capitals? What are the surrounding oceans? What is climate? What are the key physical features? What are some key human characteristics?</p> <p>Assessment question: What is a continent? What are some of the key physical features of the Mediterranean compared to the UK?</p> <p>Vocabulary: Climate, temperature, polar, Mediterranean climate, temperate climate, continent, physical geography, settlement, coastal, rural, urban.</p> | | |
| <u>PSHE 1</u> | <u>PSHE 2</u> | <u>MFL</u> | | <u>Physical education</u> | |
| <p>Key questions: Why is being healthy important? When should we ask for advice to help with dental care? What reasons can you give for why we should eat well? Why is it important? What could happen to our bodies if we don't eat well?</p> <p>Assessment question: Why should we eat well and look after our teeth?</p> <p>Vocabulary: healthy, diet, teeth, calcium, hygiene, exercise, sleep, dairy, carbohydrates, fruits, vegetables, proteins, sugars, fats, muscles, bones, teeth, dental, care.</p> | <p>Key questions: How do you stay active during the day? What do you do to look after your mind? What do you think could have a negative impact on your well being? How can we get our best rest?</p> <p>Assessment question: Why should we keep active and sleep well?</p> <p>Vocabulary: Physical activity, bodies, mind, diet, exercise, rest, sleep, balance, online,</p> | <u>Spring 1 – Le corps (the body)</u> | | <u>Netball</u> | |
| | | <p>Key questions: Can you describe your eye colour and hair colour?</p> <p>Assessment question: Can you name and describe different parts of the body?</p> <p>Key Vocabulary/Question: longs, mi-longs, courts, raides, boucles, cheveux, yeux, et, marron, blond, noir, roux, la tete, les yeux, le nez, les cheveux, les oreilles, la bouche.</p> | | <p>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. Use basic netball passes – chest pass, bounce pass, shoulder pass.</p> | |
| | | <u>Summer 2 – Ma Famille (my family)</u> | | <u>Gymnastics/Dance</u> | |
| | | <p>Key questions: Can you name the members of your family?</p> <p>Assessment question: Can you talk about and describe family members?</p> <p>Vocabulary: ma grandmere, mon grandpere, mon frere, mon pere, ma mere, ma soeur, j'ai, je n'ai pas, il, elle, s'appelle, sympa, drole, intelligente, gentil</p> | | <p>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> | |
| <u>Music</u> | | <u>Science</u> | | <u>Art – Sculpture</u> | |

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| <p>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;"><u>Summer 1 – Light</u></p> <p>Key Questions: Are shadows always the same size?</p> <p>Assessment question: Why are there no shadows at night time? .</p> <p>Vocabulary: Light, source, dark, surface, reflect, shadow, shiny, dull, opaque, translucent, transparent, material.</p> <p style="text-align: center;"><u>Summer 2 – Plants (Living Things and their Habitats)</u></p> <p>Key questions: How are nutrients and water transported around a plant? What do plants need for life and growth?</p> <p>Assessment question: What are the names and function of the main parts of the plant?</p> <p>Vocabulary: Nutrients, pollination, seed formation, seed dispersal, reproduction, life cycle</p> | <p>Key questions: How could you cut and shape clay to model a natural form? Why did you choose those colours for your final piece?</p> <p>Assessment question: How do we create a slip?</p> <p>Vocabulary: Picasso, natural forms, abstract art, imagination, observation, drawing, texture, mould, clay, slip, shape, paint.</p> |
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