

Year 3 Curriculum – Summer Term Overview

Religious Education

Human and Social Science: What difference does being a Muslim make to daily life?

Children will learn about:

- Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.
- Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.

Vocabulary: Muslim, Islam, five pillars of Islam, Shahadah, salah, zakat, sawm, Hajj, Mosque

History

Ancient Egypt

Ancient Egypt Deep Study: Rulers / Governance and how their beliefs Influenced their decisions. Case Study Howard Carter – thief or historian? - interpreting evidence

Key questions:

- What was the Ancient Egyptians way of life? (How did they rule and govern?)
- What did the Ancient Egyptians believe in and how did this impact their daily lives?
- How does Egypt compare to Britain at that time?
- What impact has Ancient Egypt had in our lives today?
- What sources can we use that support our opinion of Egyptians way of life?
- Where is this period placed on the global class timeline- compare to Stone Age –Iron Age and compare development differences?

Assessment questions

- What was the significance of Ancient Egyptians beliefs?**
- How did the Egyptian's beliefs influence their society and how it was ruled?**

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

Computing 1

Creating Media – Desktop Publishing

Learners will become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

Computing 2

Programming B – Events and Action in Programs

This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.

Geography

Urbanisation

What influence have local coast or Rivers had on the development of local areas? Physical and Human features on the River/coast

Knowledge:

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key questions:

- How does the landscape change?
- What effect have people had on the River/coast?
- How is the river/coast used today?
- Who looks after the River/Coast?
- What is the impact of urbanisation on the environment? (pollution)
- How has the growth of population affected urban areas?

Assessment questions:

What influence have local rivers or local coastline had on the development of urban and rural areas?

Vocabulary:

River Brain, River Blackwater, Urban, Sprawl, Economic Activity, Braintree, Brain, Cressing, Notley, Transport, Commute, Source, mouth, North East, North West, South East, South West,

<p>PSHE 1 Health and wellbeing Being healthy: eating well, dental care</p> <p>Key question: Why should we eat well and look after our teeth?</p> <p>Vocabulary: Nutrition</p> <p>No Outsiders 3.5 Key learning – To recognise and help an outsider Suggested Text: The Hueys in the New Jumper by Oliver Jeffers</p>	<p>PSHE 2 Health and wellbeing Being healthy: keeping active, taking rest</p> <p>Key question: Why should we keep active and sleep well?</p> <p>Vocabulary: Physical</p> <p>No Outsiders 3.6 Key learning – To consider living in Britain Today Suggested Text: Planet Omar: Accidental Trouble Magnet by Zanib Mian</p>	<p>Physical Education 1</p> <p>Fitness</p> <p>Children will: develop flexibility, strength, technique, control and balance and learn about different components of fitness; speed, stamina, strength, coordination, balance and agility.</p> <p>Physical Education 2</p> <p>Rounders/Tennis</p> <p>Children will: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>MFL – French Transport <i>Un train, un moto, un avion, une voiture...</i></p> <p>Animals <i>Les animaux, un lapin, un chien, un chat, un oiseau...</i></p>
<p>Music 1 Enjoying Improvisation How Does Music Make a Difference to Us Every Day?</p> <p>Musical learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B</p> <p>Music 2 Opening Night How Does Music Connect Us with Our Planet?</p> <p>Musical learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, Bb, B Reading notation is introduced as an option in year 3.</p>	<p>Science 1 Light</p> <p>Key Questions: How do we see? Why shouldn't you stare at the sun? How would life be different if there was no light? How do mirrors work</p> <p>Assessment questions: Why are there no shadows at night time? . Are shadows always the same size?</p> <p>Vocabulary: Light, source, dark, reflect, mirror, shadow, direction, transparent, opaque, translucent, surface, shiny, matt</p> <p>Science 2 Plants</p> <p>Key questions: What would happen to plants if we removed ...? How do plants create other plants?</p> <p>Assessment question: Can you name, locate and describe the functions of the main parts of plants, including those involved in transporting water and nutrients? Can you describe the requirements of plants for life and growth?</p> <p>Vocabulary: Nutrients, pollination, seed formation, seed dispersal, reproduction, life cycle</p>	<p>Art Picasso</p> <p>A painted portrait which represents the style of picasso. Children will know about the work and styles of · Pablo Picasso And understand the historical and cultural development of their art forms.</p> <p>Key questions: Can you annotate your finished piece? Is this what you intended? What did you find difficult? How is line used to show the proportions of parts of the face? Can you identify foreground and background? How does the artist use colour, line and shape in his paintings?</p> <p>Vocabulary: Drawing: Proportion, foreground, background, line, shape, contour, Painting: Abstract, primary, secondary, tertiary, shade, tone, complementary, contrasting</p>	