

Year 3 Curriculum – Spring Term Overview

Religious Education 1 Christian Humanist		History Context: Local History Study: Colchester. Looking at Primary resources/local archaeology to support study of rise and decline of Colchester as a significant Historical location.		Religious Education 2 Muslim	
Key questions: What is philosophy? How to people make moral decisions?		Key questions: When and why did people first settle in Colchester? How long have people lived in Colchester for? What was the importance of Colchester for Trade? What was the impact of Trade on Colchester? Looking at the geography of Colchester what made it ideal for Norman fortification? How do we know Colchester was important to the Romans? What can we infer from sources of evidence? Where does this fit on the class timeline?		Key question: What do Muslims believe about God?	
		Assessment Question: How and why has Colchester changed overtime?			
Vocabulary: Fortress Archaeology, Fortifications, Norman, Trade, Trade routes, Merchants, Oysters, Cloth, Rise, Decline, Imports, Exports					
Computing – Spring 1 Programming A – Sequencing sounds		D.T To apply their knowledge and understanding of computing, to programme, monitor and control a product.		Geography To locate and names counties and cities within the UK and explain some of their key human and physical features. To use digital mapping and aerial photography (e.g. Google Maps) To know the difference between rural and urban areas and the key human features (settlements and land use) and physical features (rivers, hills, mountains, coasts)	
Computing – Spring 1 Data and information – branching databases		Key Questions: What is an algorithm? How do you want your product to move? What program will you need to create? Has your product moved in the way you wanted it to?		Key questions: What is the difference between rural and urban UK? How is the United Kingdom divided? What is a county? What is a city? What are the key human and physical geographical features of rural and urban areas?	
		Assessment Question: What would you do differently next time?		Assessment question: What is the difference between a rural and urban area?	
		Vocabulary: Programming, motion, tilt sensors, system output, control, algorithm, Product, construct, evaluate, movement, directional vocab (left, right, forward, backward, ½ turn, ¼ turn) etc		Vocabulary: counties, rural, urban, coastal, population, land use, city, town, village, pollution, London, Edinburgh, Cardiff, Belfast, London – Greater London Belfast -County Antrim Edinburgh – Midlothian Cardiff – South Glamorgan Essex-Chelmsford, Southend on Sea, Colchester Yorkshire - York	
PSHE 1 Living in the wider world Community; belonging to groups; similarities and differences; respect for		PSHE 2 Relationships Families; family life; caring for each other		French	
Assessment question: What makes a community?		Assessment question: What are families like?		Spring 1 – Playground games: numbers and and age	
Vocabulary: Community, Environment, Laws, Contribution, Stereotype		Vocabulary: Similar, Different, Male, Female, Private, parts, Penis, Testicles, Vulva, Vagina, Family, Fostering, Adoption, Relationship		<ul style="list-style-type: none"> ● Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). ● Join in with a song using actions. ● Respond to numbers by showing fingers or ticking on whiteboards. ● Ask and answer a question about their age. ● Change their answers and recognise number words. ● Listen carefully and relate sounds to a written phoneme. ● Recall numbers one to 12 with increasingly accurate pronunciation. 	
				PE – Spring 1	
				Indoor: Gymnastics, use of apparatus.	
				Outdoor: Invasion Games: 4 v 4 Football – no goal keepers	
				Spring 2	
				Indoor: Gymnastics including wall bars	
				Outdoor: Invasion Games: Basketball	
				Spring 2 – In a French Classroom	

		<ul style="list-style-type: none"> • Show their understanding of key vocabulary with a physical response. <ul style="list-style-type: none"> • Attempt to imitate the pronunciation of vocabulary accurately. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. <ul style="list-style-type: none"> • Attempt to build their own sentences using labels as a model. • Speak clearly and present simple phrases when supported visually. <ul style="list-style-type: none"> • Use appropriate intonation to engage the audience. 	
Music		Science	
<p style="text-align: center;">Spring 1 – Compose using your imagination</p> <p>How does music make the world a better place?</p>	<p style="text-align: center;">Spring 2 – More Musical Styles</p> <p>How does music help us to get to know our community?</p>	<p style="text-align: center;">Spring 1 and 2 (8 weeks) – Animals including Humans</p> <p style="text-align: center;">Key Questions: Why are humans not floppy?</p> <p>Assessment question: Name and describe the key features of the musculoskeletal system.</p> <p>Vocabulary: Skeletons, muscles, , bones, nutrients, nutrition, carbohydrates, protein, fibre, vitamins.</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">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>Assessment question: How can natural objects influence an artists work?</p> <p>Vocabulary: proportion, foreground, background, line, shape, contour, abstract, primary, secondary, tertiary, shade, tone, complementary, contrasting</p>