

YEAR 3 CURRICULUM OVERVIEW: SPRING 2018

	FIRST HALF OF TERM	SECOND HALF OF TERM
HUMANITIES	<p>Our Locality The children will: Be able to define the word locality and brainstorm some of the features of Tunbridge Wells. By using Google maps they will know where Tunbridge Wells is in relation to other places, such as London, Edinburgh and local attractions. Use an OS map to locate features on a map using grid references and start to find landmarks and features using the symbols. Be able to distinguish between human and physical features of a landscape and identify main, man made features of our locality. The children will have the chance to design their own fictitious town, creating a key they have devised themselves. Lastly they must consider the types of jobs and amenities available in our local area.</p>	<p>The Tudors The children will: Become familiar with the different Tudor monarchs; Henry VII, Henry VIII, Mary I, Edward VI and Elizabeth I, and locate them on a timeline of British history. Learn the rhyme to help them remember the names and order of Henry VIII's wives. Discover why the Tudor rose is so significant. Use written sources, portraits and accounts to determine how Henry VIII looked and behaved. Use these sources to understand why Henry VIII was such a powerful ruler in Europe. Explore the story of the Mary Rose. Be able to answer these questions; why did Henry divorce Catherine of Aragon? Did marrying Anne Boleyn or Jane Seymour solve Henry's problems? Why did the marriage to Anne of Cleves fail? Take part in different workshops during our visit to Hampton Court</p>
	<p>Key Vocabulary for Our Locality; Locality, physical features, man made features, grid reference, county, country, key, amenities Key Vocabulary for The Tudors; Henry VII, Henry VIII, Elizabeth I, Cardinal Wolsey, William Shakespeare, rich Tudors, peasants, cottage, pottage, Tudor house, Golden Hind, executioner, Tudor rose, Walter Raleigh, Hampton Court, ducking stool, gallows, Spanish Armada, Francis Drake, Mary Rose</p>	
SCIENCE	<p>Rocks and Soils The children will learn; About the earths crust and be able to identify the features of igneous, metamorphic and sedimentary rocks using chocolate! By looking at different samples of rocks, they can recognise their similarities, and differences. How to identify rocks according to colour, pattern and texture. Using a range of methods, they will test the porosity of rocks and understand the terms permeable and impermeable. Key vocabulary; Igneous, sedimentary, top soil, metamorphic, permeable, impermeable, porosity, anthropic, chemical fossils, organic matter, cast fossils, sub soil, bed rock.</p>	<p>Rocks and Soils The children will learn; To identify which rocks are suitable for particular purposes. Create a fair test to discover the difference in the hardness of different rocks. Recognise that there are different kinds of soil, have an understanding of the different types, and identify the reasons why we have different soils. Carry out an experiment to find out which soil has the biggest particles and record their results independently. Who was Mary Anning and the scientific significance of her discoveries? How fossils are made and where to look for them.</p>
ICT	<p>To use technology respectfully and safely. Navigate a website and search effectively for a variety of media. Use a range of methods to plan, refine and present information and make decisions on its validity. To develop a range of word processing skills during both independent and collaborative working within a range of contexts</p>	<p>Online Safety. To develop skill and confidence within touch typing, developing greater familiarity with the QWERTY keyboard and a gradual fluency in touch typing. To use a computer to research, identify and select pertinent and correct information, developing confidence in presenting this in different forms.</p>
GLOBAL STUDIES	<p>Evolution & Culture - To learn about Earth's evolution and the evolution of its many lifeforms. Where does humankind fit into this? To learn about humankind's major achievements over time. What have we achieved in my lifetime? To begin to understand the role I have in the world. To learn about Germany, its culture and language.</p>	<p>Human Development & Morality - To learn why it is so important to be environmentally green. To learn about language/communication. Why did this happen? To learn about the difference between needs and wants. To learn about values. What are they, do we all value the same things? What makes us value something? To learn about what's in the news, exploring different viewpoints of international events, debates or news stories. To learn about Italy, its culture and language.</p>
DRAMA	<p>Script work/Poetry - Characterisation/reading and performing a script – James and the Giant Peach. Poetry – Roald Dahl's Revolting Rhymes.</p>	<p>Structuring a scene Devising a scene with structure. Evaluating. Working in pairs. Showing awareness of audience.</p>
MUSIC	<p>Notation/Origins of British Pop/Rock Musical Stave, Clefs – Treble and Bass, Scales – diatonic and pentatonic, note values, dynamic markings. Beatles, Rolling Stones, Kinks, The Who.</p>	<p>Prepare Easter service - use some lesson time to rehearse songs and hymns for Easter service. African Music and Song -Children will learn about music from South Africa, Nigeria and Kenya including traditional instruments and songs.</p>
RE	<p>New Testament Stories Miracles and what they teach us: John the Baptist and Jesus' baptism. The calling of the Disciples. Why are Christians baptised still today? The Ten Lepers: the lesson of thankfulness. What are we thankful for? Chn to prepare a class poem. The Feeding of the 5000: what does this show us? What type of person should we aim to be? What can we do to help the less fortunate?</p>	<p>New Testament Stories Miracles and what they teach us: Healing of a blind man (Bartimaeus): the gift of sight. What things are important for us to see? The Big Catch & Water into Wine. Easter: The significance of Easter: Palm Sunday, Good Friday, Easter Day. Key Vocabulary: thankfulness, baptism, Miracles, Disciples, Good Friday, Easter, Palm Sunday.</p>
PE	<p>Gymnastics: Circuits including Climbing frame. Balance, trapeze and monkey bars. Turning forward, Turning Backwards, handstand and Cartwheel. Games - Introduction to Tag Rugby. Netball and Hockey</p>	<p>Gymnastics Jump over the horse at level 1. Use of the mini trampoline. Variety of jumps. High jump over an elastic. Finish the term with a high jump competition. Games - Introduction to Tag Rugby. Netball and Hockey</p>
ART	<p>Viking Longships. To draw and cut out a Viking Longship, figureheads shields, oars, mast and sail in a variety of materials and mount on a splash painted background. Linked to Y3 Viking project. In small groups, continue to work on our life-size Viking Warrior (ongoing). To be able to create a picture in the style of Mondrian. Card design. Mother's day/Easter day</p>	
FRENCH	<p>UNIT: LA FAMILLE In this unit the children will learn how to: Continue applying the knowledge, skills and understanding of the language covered in unit one. Say the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practice family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon , ma and mes in French</p>	<p>UNIT: LE PETIT CHAPERON ROUGE In this unit the children will learn how to: Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story.</p>