

YEAR 3 CURRICULUM OVERVIEW: SUMMER 2018

| | FIRST HALF OF TERM | SECOND HALF OF TERM |
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| HUMANITIES | <p>The Tudors The differences between the lives of rich and poor in Tudor times. Look at the key features of Tudor buildings. How did the houses of the rich compare with those of the poor? Explore a range of artefacts used by the Tudors, describe their uses and sketch. Learn about the lives of the poor in Tudor times – Land Enclosure, begging, vagrants, punishment and alms houses. Tudor foods and kitchens. How were these different for rich and poor? Independent research using a range of resources. Tudor clothes and schools. Make a Tudor puppet. Write, rehearse and perform a short play about the life and times of the Tudors in small groups.</p> | <p>Eco Warriors Research and design an information leaflet depicting some of the major environmental issues facing the world today. The 3 Rs – Reduce, Re-use, Recycle = Respect Letter to a friend describing the Mead’s eco-friendly activities. House Mission – conserving energy Clear Out Mission – re-using everyday resources School Mission – recycling rubbish Beach Mission – solve the beach’s litter problem. Personal safety at the beach. Using chrome books research sea and water pollution in pairs. Compile factsheets to share with class. Presentations to class and Eco Certificates</p> |
| SCIENCE | <p>Under the Sea To investigate marine habitats To identify and classify sea animals. To investigate life processes. To investigate the differences in respiration between land and sea animals. To investigate how living organisms move. To find out the different ways in which different animals reproduce.</p> | <p>Scientists and Inventors Plant Hunters; To find out how new plants arrived in our country. Marie Curie; To explain how her work on X Rays helps us identify bones. William Smith; Using fossils to find the age of rocks. Inge Lehman; To describe what she discovered about the Earth’s core. Concave and Convex; To investigate how images change in concave and convex mirrors. Electromagnets; To explore how electromagnets attract some materials.</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 begin to understand the role I have in the world. To learn about global poverty.</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 Italy, its culture and language.</p> | <p>Human Development & Morality 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.</p> |
| PERFORMING ARTS | <p>Summer Show - Annie</p> | |
| RE | <p>Daily life in Jesus’ time: What was life like in Jesus’ time? Houses- construction, differences between then and now Jobs: Farmer, fisherman, carpenter. Hinduism: The Hindu creation story. Exploring the Hindu belief of creation and comparing it with the Christian faith. Hindu Gods and Goddesses: exploring the stories of the gods and goddesses and their roles today. The Mandir: our trip to the Mandir will look at the origins of the faith, the principles of the faith and the architecture of this place of worship. Vocabulary: Mandir, Hindu, Brahma, Vishnu, Rama, Sita, Shiva, Ganesh.</p> | <p>Special Foods: What are some of the rules surrounding food in different religions? Why do people fast? How can food be used in different religious festivals? Exploring the symbolism of foods associated with the Jewish festival of Passover. What is the symbolism and significance of bread and wine in the Christian communion? Vocabulary: Communion, Passover, Langar. Kosher, Ramadan, halal</p> |
| PE | <p>Sports Day Practice and preparation of year group related events Mini Swimming Gala Preparation Cricket</p> | <p>Sports Day Practice and preparation of year group related events Trampoline. Cricket</p> |
| ART | <p>Tudor Houses. What do Tudor Houses look like, how were they made and what were they made of? What was the difference between houses owned by the wealthy and the poor? To make either a 3D single story farmhouse or double story town house using a variety of materials. Piet Mondrian and Neoplasticism.</p> | |
| FRENCH | <p>L’ancienne histoire de la Grande Bretagne (Ancient Britain) In this unit the children will learn how to use the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p> | <p>Au Café (At the café) In this unit the children will learn how to order from a selection of foods and drinks from a French menu. Order a French breakfast and other typical French snacks. Ask for the bill and remember how to say hello, goodbye, please and thank you.</p> |

