



Kingsley CP Curriculum Overview

Year 3 Spring One

Science:

In Science, we will be learning about...

Rocks. We will be looking at different types of rocks and their properties. We will use this to explore their uses and how they have been formed.

Key knowledge:

- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To understand the physical differences between sedimentary, igneous and metamorphic rocks
- To describe in simple terms how fossils are formed when things that have lived are trapped within rock
- To recognise that soils are made from rocks and organic matter and to link this to the properties of soil in our local area

Key vocabulary:

Appearance, physical, properties, hard, soft, shiny, dull, rough, smooth, absorbent, fossils, sedimentary, rock, soils, organic matter, buildings, gravestones, grains, crystals



Art

In Art, we will be learning about...

Sculpting techniques.

We will be looking at jewellery from the Stone and Iron ages and using clay to sculpt some of our own. I

Key vocabulary:

- Join,
- extend
- Pinch,
- slab
- coil
- patterns
- texture
- carving
- shape
- form
- Modroc
- malleable
- rolling
- pinching
- kneading

Key knowledge:

- To use equipment and media with confidence (clay, papier-mache and /or Modroc).
- To learn to secure work and continue at a later date.
- To join two parts successfully.
- To construct a simple base for extending and modelling other shapes.
- To produce more intricate surface patterns/ textures and use them when appropriate.
- To produce larger ware using pinch, slab and coil techniques.
- To continue to explore carving as a form of 3D art.
- To use language appropriate to skill and technique.
- To use a sketchbook to plan, collect and develop ideas. Also, use it to record media explorations and experimentations as well as try out ideas.

History

In History we will be learning about...

The Stone Age.

We will be exploring these periods in time and learn about their methods of survival and their everyday lives.

Key vocabulary

Palaeolithic, Mesolithic, Neolithic,
Prehistory, timeline, artefacts, stone,
spears, cave paintings, Skara Brae,
hammer stone, Stonehenge, flint, round
house, villagers, culture



Key knowledge:

- Understand the changes in Britain during the Stone Age
- Understand changes in Britain through the different periods of the Stone Age
- To recall and describe dates of and order significant events from this period
- To use a timeline to place historical events in chronological order.
- To explore the past using different genres of writing, drawing, drama role-play and story telling
- To find out about how hunter-gatherers lived in Stone Age Britain
- To explore how Stone Age people survived against threats
- To imagine what life might have been like in the Stone Age

Religious Education

In Religious Education, we will be learning about...

Christianity and exploring what the Bible means to Christians and how it helps them through their lives.

Key knowledge:

- To make connections between different stories / sayings and what they teach followers of different religions / worldviews.
- To explore belief in action and make connections with my own life and communities.
- To understand the commitment and dedication needed for different faith followers.
- To reflect on my own values and explore what I can learn from the values of believer

Key vocabulary

- Bible
- The Old and New Testaments,
- Scripture
- Versions
- Wisdom
- Believer
- Faith
- Translation

Computing

In Computing, we will be learning about...

The first steps to Programming. We will create our very first computer game in Scratch. This will involve creating our own sprites/graphics, background images and sounds.

Key knowledge:

- To understand what a sprite is and create their own sprites in Scratch
- To create their own background image for the stage.
- To create a variable and ask user for their input.
- To use random numbers from 1 to 100 in a program.
- To use a loop to make a sprite move.
- To use a conditional statement to check the answer the user has given.

Key vocabulary

- Sprite.
- Conditional statement
- Random
- Looping
- Background
- Variables



Physical Education

In Physical Education, we will be learning about...

Net / Wall Games: performing volley and forehand shots accurately.

Gym: Exploring movements, balances and body positions.

Key vocabulary

Teamwork
Communicate
Coordination
Focus
Concentration
Movement
Control
Commitment
Perseverance
Resilience
Combination
Transition
Evaluate
Refine

Key knowledge:

Net / Wall Games

- To develop hand / eye coordination.
- To develop racket / eye coordination.
- To hit a moving ball.
- To throw and catch with control when under limited pressure.

Gymnastics

- To use a greater number of my own ideas for movement in response to a task.
- To explain how strength and suppleness affect performances.
- To compare and contrast gymnastic sequences, commenting on similarities and differences.
- To develop flexibility, strength, technique, control and balance.

MFL

In MFL, we will be learning about...

The French words for common animals and how we say 'I Like' and 'I don't Like'.

Key knowledge:

- To understand and say some animal nouns
- To recognise a masculine animal noun and a feminine animal noun
- To tell someone my favourite animal
- To recognise some plural animal nouns
- To say which animals I like and don't like
- To understand and listen to a story about animals I might see on the way to school

Key vocabulary



Music

In Music, we will be learning about...

Reggae music and exploring the style and rhythm and its roots with a focus on the Bob Marley Hit, 'Three Little Birds'.

Key vocabulary

- Pulse
- Rhythm
- Pitch
- Tempo
- Dynamics
- Timbre

Key knowledge:

- To confidently identify and move to the pulse.
- To think about what the words of a song mean.
- To take it in turn to discuss how the song makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To sing with awareness of being 'in tune'.
- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.