



Year 3 Spring 1 Curriculum Overview

YEAR GROUP:	3	TERM:	Spring 1
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<u>LIGHT, EARTH AND SPACE</u> -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. -Recognise that they need light in order to see things and that dark is the absence of light. -Notice that light is reflected from surfaces. -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -Recognise that shadows are formed when the light from	Taught in Spring 2	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt , The Shang Dynasty of Ancient China. To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.	-To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable

a light source is blocked by an opaque object.
-Find patterns in the way that the size of shadows change.
-Recognise that appears to travel in straight lines.
-Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
-Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

behaviour; identify a range of ways to report concerns about content and contact.

-To know I must check who it belongs to before I copy images or text.

-To ask an adult before downloading files and games from the internet.

-To understand that computer networks allow data to be transferred and shared.

-To understand that files are saved to a central location called a server, which can be accessed from different devices.

-To understand that the internet is a large network that enables computers to share information.

-To understand the internet is a large network of

interconnected computers that allows sharing of information.

-To know IP addresses are a group of numbers that identify every single computer.

-To know a URL is a web address that links to a file in an IP addresses.

			<ul style="list-style-type: none"> -To understand the URL is accessed by clicking, which creates a hyperlink to the file and that hyperlinks may be embedded on webpages, emails, etc. -To use email safely. -To attach files to email. -To use a search engine to find web pages. -To understand that not all websites are as reliable as others -To make choices on which program is best for a given task. -To practise and improve typing skills.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<u>DRAWING/PAINTING</u> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. 	Taught in Spring 2	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. 	<u>Dance – Working in groups</u> <ul style="list-style-type: none"> -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To work in partners to understand support, weight distribution and cross lateral development and directional processing using simple

<ul style="list-style-type: none"> -To plan, refine and alter drawings as necessary. -To use sketch books to collect and record visual information from different sources -To draw for a sustained period of time at their own level. - To mix a variety of colours and know which primary colours make secondary colours. -To use a developed colour vocabulary. - To experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. -To work confidently on a range of scales e.g. thin brush on small picture etc. 		<ul style="list-style-type: none"> -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. 	<p>partner relationships and compositional skills.</p> <ul style="list-style-type: none"> -To work with partners to understand dynamic and directional independence, mirroring and supporting each other through balance exercise. -To use six basic actions and devising and creating in small groups, establishing frameworks and structures for basic movement pieces with simple stimuli.
PSHE	RE	MFL	PE
<p><u>HEALTH AND WELLBEING:</u> <u>PHYSICAL – SAFE AND HEALTHY AT HOME, SCHOOL AND LOCALLY</u></p> <ul style="list-style-type: none"> -To explain that bacteria and viruses can affect health. -To understand that some illnesses are passed on to others whereas other kinds are not. -To explain the terms 'risk', 'danger' and 'hazard'. 	<p>Jesus' Miracles – Incarnation (Christianity)</p> <ul style="list-style-type: none"> -To retell Bible stories where miracles have happened. To question whether Jesus really did perform miracles. 	<ul style="list-style-type: none"> -To be able to say sentences that "I am..." plus an animal in Spanish. -To listen to, identify and match the names of animals in Spanish. -To begin to understand gender via the indefinite article and first person singular of the verb: 'to be'. 	<p>Gymnastics</p> <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To modify actions independently using different

<p>-To assess risks in different situations.</p> <p>-To decide how to manage risks responsibly, including sensible road use.</p> <p>-To explain why our school has rules to keep us safe and healthy.</p> <p>-To know some hazards that I should point out to an adult.</p> <p>-To know who to ask for help at home, in school and out in the locality.</p>			<p><i>pathways, directions and shapes.</i></p> <p><i>-To consolidate and improve quality of movements and gymnastics actions.</i></p> <p><i>-To relate strength and flexibility to the actions and movements they are performing.</i></p> <p><i>-To use basic compositional ideas to improve sequence work—unison.</i></p> <p><i>-To identify similarities and differences in sequences.</i></p> <p><i>-To develop body management over a range of floor exercises.</i></p> <p><i>-To attempt to bring explosive moves in to floor work through jumps and leaps.</i></p> <p><i>-To show increasing flexibility in shapes and balances.</i></p>
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