



Year 3 Spring 2 Curriculum Overview

YEAR GROUP:	3	TERM:	Spring 2
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	<u>LOCATIONAL KNOWLEDGE</u> -To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <u>SKILLS AND FIELDWORK</u> -To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Taught in Spring 1	-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

<p>a light source is blocked by an opaque object.</p> <ul style="list-style-type: none">-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.			<p>behaviour; identify a range of ways to report concerns about content and contact.</p> <ul style="list-style-type: none">-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.
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ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
Taught in Spring 1	<p>Cooking</p> <ul style="list-style-type: none"> -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 	<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. 	<p>Athletics</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 run in different directions and at different speeds, using a good technique. -To improve throwing technique.

	<ul style="list-style-type: none"> -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<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. 	<ul style="list-style-type: none"> -To reinforce jumping techniques. -To understand the relay and passing the baton. -To choose and understand appropriate running techniques. -To compete in a mini competition, recording scores.
PSHE	RE	MFL	PE
<p><u>BEING A RESPONSIBLE CITIZEN – DIVERSITY AND SOCIETY</u></p> <ul style="list-style-type: none"> -To know the groups that make up the community I live in. -To know what religious and ethnic identities live throughout the UK. -To know about a variety of institutions that support communities, locally and nationally. -To know what can improve and harm the community. 	<p>Easter – Forgiveness (Christianity)</p> <ul style="list-style-type: none"> -To learn to recall events in the Easter story. -To understand why Jesus' crucifixion symbolises hope for Christians. 	<ul style="list-style-type: none"> -To be able to say "I play..." plus an instrument in Spanish. -To listen to, identify and match name of an instrument to instrument -To learn about definite article and quantitative article in Spanish. -To learn about the first person singular of the verb: play. 	<p><u>Dance – Corner Work</u></p> <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 perform floor and corner work. -To complete strength exercises and phrases.

<p>-To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination, on individuals and communities.</p> <p>-To think about the lives of people living in other places, and people with different values and customs.</p> <p>-To see and respect other people's points of view.</p>			<p><i>-To introduce peer to peer balance and refined technique assisted by partner.</i></p> <p><i>-To be able to identify changes and improvements.</i></p> <p><i>-To establish links between four freeze frames (transitions) in turn creating a short movement phrase independently.</i></p> <p><i>-To practice pathways and development of language – curves, zig-zag, diagonal, high, low, middle, through and around.</i></p>
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