

Curriculum Overview
Bumblebees (Year 3) Spring Term 2024

Interconnected Question: How does technology change the world?

Key Texts	Anticipated Writing Outcomes
<p>The Iron Man Ted Hughes</p> <p>The Train to Impossible Places P.G.Bell</p> <p>From a Railway Carriage Robert Louis Stevenson</p> <p>The Steam Engine (Inventions that shaped the world) Tamra Orr</p> <p>100 Inventions that made history DK</p>	<ul style="list-style-type: none"> ● Iron Man / Train Poetry ● Instructional Writing - How to assemble the Iron Man ● Newspaper report - The Invention of Steam Engines ● Letter Writing - link to 'The Train to Impossible Places' ● Develop character, settings and atmosphere - link to 'The Train to Impossible Places' (Adventure Story)
Science	History
<p>FORCES AND MAGNETS</p> <ul style="list-style-type: none"> ● What is friction? ● How magnets can operate at a distance ● Attraction & repulsion -Poles <p>LIGHT</p> <ul style="list-style-type: none"> ● Recognise that they need light to see things ● Notice that light is reflected from surfaces ● Safety around light and protecting eyes ● Shadows - how they are formed ● How shadows change 	<p>The coming of steam</p> <ul style="list-style-type: none"> ● How can we use artefacts or historical sources to place events/inventions on a timeline? ● How did steam change the world? ● How have trains changed over time? ● How has changes in transport shaped people's lives? ● How has a famous inventor impacted our world? - Richard Trevithick, George Stevenson, Isambard Kingdom Brunel
Music	Geography
<p>Little Train of the Caipira (finale)</p> <ul style="list-style-type: none"> ● Investigating pulse and speed ● Learning about off-beats ● Investigate ostinatos <p>Focus Piece: Concerto for Turntable and Orchestra (5th movement) by Gabriel Prokofiev</p> <ul style="list-style-type: none"> ● Outcome: to compose a short piece of music, including a cadenza, using invented ways of playing existing instruments 	<p>Investigating the local area</p> <ul style="list-style-type: none"> ● Locate our local area on a map ● Investigate physical and human features of the local area ● Learn about services in the local area, including transport - the railway and loss of it ● Collect and record evidence about the local area ● Travel to/from PG - parent questionnaire where do people work and how far do people travel?

Design and Technology	Art and Design
<p>Mechanical Systems - Levers and linkages</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. 	<p>Art and design skills</p> <ul style="list-style-type: none"> • Drawing from observation, • Learning the difference between a tint and a shade • Creating a version of a cartoon drawn by a famous illustrator • Create shadow puppets linked to Science

Discrete Subjects

Maths	
<ul style="list-style-type: none"> • Add and subtract 2 and 3 digit numbers • Cross 10s and 100s boundaries • Estimating answers • Using Inverse calculations • Multiplying and dividing by 2, 3, 4 and 8 • Grouping, sharing and arrays • Multiplying and dividing a 2 digit number by a 1 digit number • Scaling 	<ul style="list-style-type: none"> • Measuring in mm, cm and m • Finding perimeters • Comparing, adding and subtracting lengths • Understanding and comparing fractions • Using scales • Finding mass in g and kg • Adding and subtracting mass • Measuring capacity and volume in ml and l • Adding and subtracting ml and l
Religious Education	Physical Education
<p>What symbols and stories help Jewish people remember their covenant with God?</p> <ul style="list-style-type: none"> • ENGAGE with the idea of symbols / objects helping people remember • ENQUIRE into ideas about promises and covenants using stories of Abraham • how objects can hold important memories from Jewish Narrative • how Passover is a reminder of the covenant in Jewish Community Practice • how keeping the covenant with God is the basis of Jewish Living <p>UC - What kind of a world did Jesus want?</p> <ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied 	<p>Gymnastics (Teacher)</p> <ul style="list-style-type: none"> • Explore matching and contrasting shapes. • Explore point and patch balances and transition smoothly into and out of them. • Develop the straight, barrel, and forward roll. • Develop stepping into shape jumps with control. <p>Netball (AIC)</p> <ul style="list-style-type: none"> • Develop passing to a teammate using a variety of techniques appropriate to the game. • Develop decision making around when to pass and when to shoot. • Develop defending one on one and know when to win the ball. • Move into space to help their team keep possession and score goals. <p>Tag Rugby</p> <ul style="list-style-type: none"> • Develop passing to a teammate using a variety of techniques appropriate to the game • Develop control whilst dribbling under pressure. • Develop decision making around when to pass and when to shoot. • Develop defending one on one and know

<p>and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>when to win the ball.</p> <ul style="list-style-type: none"> ● Move into space to help their team keep possession and score goals. <p>Tennis</p> <ul style="list-style-type: none"> ● Demonstrate increased technique when using shots both cooperatively and competitively. ● Develop technique in serving underarm with increased consistency. ● Develop rallying using both forehand and backhand with increased technique. ● Begin to use appropriate footwork patterns to move around the court.
<p>Computing</p>	<p>Relationships, Sex and Health Education</p>
<p>Sequence in Music</p> <ul style="list-style-type: none"> ● explore a new programming environment (Scratch) ● identify that commands have an outcome ● explain that a program has a start ● recognise that a sequence of commands can have an order ● change the appearance of my project ● create a project from a task description <p>Branching Databases</p> <ul style="list-style-type: none"> ● To recognise and begin to understand why data is collected. ● To understand that some data is personal and that this should be protected online ● To know that the attributes of objects can be used to group them ● To follow a database structure to create their own branching databases. ● To create and use branching databases on specific topics. 	<p>DREAMS AND GOALS</p> <ul style="list-style-type: none"> ● My dreams and ambitions ● A new challenge ● Our new challenge ● Overcoming obstacles <p>HEALTHY ME</p> <ul style="list-style-type: none"> ● Being fit and healthy ● What do I know about drugs ● Being safe ● Being safe at home ● My amazing body
<p>Modern Foreign Languages</p>	
<p>Spanish - Puedo</p> <ul style="list-style-type: none"> ● Recognise, use and remember 10 common Spanish verbs/activities. ● Use these verbs in the infinitive to make a short sentence starting with puedo. <p>Spanish - La Fruta</p> <ul style="list-style-type: none"> ● Name, recognise and remember up to 10 fruits in Spanish. ● Attempt to spell some of these nouns with their correct article/determiner. ● Ask somebody in Spanish if they like a particular fruit. ● Say what fruits we like and dislike in Spanish. 	