




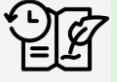





Year 3 Summer 1 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Team Building activities Athletics	
Science 	Plants	<ul style="list-style-type: none"> • I can identify and describe the functions of different parts of a flowering plant. • I can explore the requirements of plants for life and growth and how they vary from plant to plant. • I can investigate the way in which water is transported within plants. • I can explore the part that flowers play in the life cycle of flowering plants. • I understand the process of pollination, seed formation and seed dispersal.
RE 	Holy	<ul style="list-style-type: none"> • I can describe clearly, in simple terms, the meaning of the concept of holy. • I can begin to express ideas about the benefits of holy within Christianity and the Hindu faith. • I can retell the key parts of Christianity and the Hindu faith in relation to holy. • I can begin to identify why Krishna/Jesus are important for Hindus/Christians. • I can compare similarities and differences with my views on holy and those of the Christian or Hindu faith. • I can express my view on the importance/value of holy. • I can identify the importance of holy to the world around me. • I can express whether an understanding of the concept of holy is important to me and why I think it might be important to others. • I can describe simple examples of how responses to the concept of holy relates to my own life and the lives of others.
PSHE 		<p>Relationships:</p> <ul style="list-style-type: none"> • I can explain why self-respect is important, especially for my mental health. • I can recognise that everyone, including myself, has the right to be treated respectfully by others. <p>Living in the wider world:</p> <ul style="list-style-type: none"> • I can identify different ways to keep myself safe near water. • I can explain how to call for help in an emergency. • I can explain what a Coastguard is. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • I can recognise that everyone is individual, unique and has valuable contributions to make to our community. • I can identify my own personal strengths, interests and recognise what I am proud of. • I can explain that self-worth and self-esteem mean. • I can recognise common challenges to self-worth such as finding school work difficult. • I can identify basic strategies for reframing and managing a setback.
DT 	Textiles	<ul style="list-style-type: none"> • I can explain a famous designer and the impact they had: Ebenezer Butterick • I can thread needles independently • I can use a running stitch and an over stitch • I can produce a product plan for a purpose. • I can follow a plan and create a product. • I can evaluate a product for both appearance and purpose.
History 	Romans	<ul style="list-style-type: none"> • I can explain the key developments during the Iron Age. • I can explain the difference between BC and AD. • I can give reasons about why the Romans invaded Britain. • I can explain the difference between an invasion and a battle. • I can give details about three Roman Invasions of Britannica • I know that the Romans ruled Britain between 43 AD and 410 AD. • I can explain the key characteristics of life in Britain during the Roman era. • I can explain that different responses to the Roman invasion including the Picts and Boudicca rebellion.

<p>Computing</p> 		<ul style="list-style-type: none"> • I can explain the impact of the Roman invasion on Britain. <p>Digital Literacy:</p> <ul style="list-style-type: none"> • I know that passwords are used to keep information safe • I know that passwords protect private information • I know that I do not share passwords with other people <p>Computer Science:</p> <ul style="list-style-type: none"> • I can follow and give clear instructions to create a sequence. • I can program a floor robot using a sequence of instructions. • I can predict the outcome of a sequence and compare it to the actual result. • I can create and test an algorithm to meet a goal. • I can debug my program to fix any mistakes. • I can plan and combine different algorithms to complete a task.
<p>Music</p> 	<p>Musical Storytelling</p>	<ul style="list-style-type: none"> • I can identify how dynamics can be used descriptively. • I can identify how tempo can be used descriptively. • I know that music can be organised using a range of structures • I can identify how timbre can be used descriptively. • I understand how articulation can be used in music • I can identify how texture can be used descriptively. • I know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers.
<p>French</p> 	<p>'I can...'</p>	<ul style="list-style-type: none"> • I can recognise, recall and spell up to 10 action verbs in French • I can use these verbs to form sentences saying what I can do: Je peux chanter and what I cannot do yet: Je ne peux pas patiner encore. • I can use conjunctions in French: et, mais