







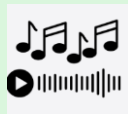



## Year 3 Summer 2 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Net and Wall  Striking and Fielding	
Science 	Plants	<ul style="list-style-type: none"> <li>I can identify and describe the functions of different parts of a flowering plant.</li> <li>I can explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>I can investigate the way in which water is transported within plants.</li> <li>I can explore the part that flowers play in the life cycle of flowering plants.</li> <li>I understand the process of pollination, seed formation and seed dispersal.</li> </ul>
RE 	Community through Christianity	<ul style="list-style-type: none"> <li>I can describe clearly, in simple terms, the meaning of the concept of community.</li> <li>I can begin to express ideas about the benefits of community within Christianity.</li> <li>I can retell the key parts of Christian beliefs in relation to community.</li> <li>I can begin to identify why community is important for Christians.</li> <li>I can compare similarities and differences with my views on community with Christians.</li> <li>I can express my view on the importance/value of community.</li> <li>I can identify the importance of community to the world around me.</li> <li>I can express whether an understanding of the concept of community is important to me and why I think it might be important to others.</li> <li>I can describe simple examples of how responses to the concept of community relates to my own life and the lives of others.</li> </ul>
PSHE 	Relationships: <ul style="list-style-type: none"> <li>I can explain how to treat others and how to be treated politely.</li> <li>I can identify ways people show respect and courtesy in different cultures and in wider society.</li> </ul> Living in the wider world: <ul style="list-style-type: none"> <li>I can explain what a personal goal is.</li> <li>I can identify my own personal goal.</li> <li>I can explain why setting a personal goal is good for my mental health.</li> </ul> Health and wellbeing: <ul style="list-style-type: none"> <li>I can recognise how feelings can be expressed (words, actions and body language).</li> <li>I can recognise that feelings can change overtime and become more or less powerful.</li> <li>I explain how to manage risk in everyday situations.</li> <li>I can identify an exit strategy I could use in a risky situation that I do not feel comfortable with.</li> </ul>	
Art 	Drawing, Painting and Sculpting	<ul style="list-style-type: none"> <li>I know how to use different grades of pencil to shade and to show different tone and textures.</li> <li>I know how to use marks and lines to show texture in art.</li> <li>I can draw shapes and objects with some accuracy (shading).</li> <li>I can identify primary and secondary colours.</li> <li>I can experiment and use texture with support (pencil, paint, charcoal and clay).</li> <li>I can experiment with the manipulation of materials.</li> </ul>
History 	Romans	<ul style="list-style-type: none"> <li>I can explain the key developments during the Iron Age.</li> <li>I can explain the difference between BC and AD.</li> <li>I can give reasons about why the Romans invaded Britain.</li> <li>I can explain the difference between an invasion and a battle.</li> <li>I can give details about three Roman Invasions of Britannica</li> <li>I know that the Romans ruled Britain between 43 AD and 410 AD.</li> <li>I can explain the key characteristics of life in Britain during the Roman era.</li> <li>I can explain that different responses to the Roman invasion including the Picts and Boudicca rebellion.</li> <li>I can explain the impact of the Roman invasion on Britain.</li> </ul>

<p>Geography</p> 	<p>Local Land Use</p>	<ul style="list-style-type: none"> <li>• I can name and map the geographical regions of the UK and where I live.</li> <li>• I can name and locate the cities near where I live and explain what a city is.</li> <li>• I can name and locate the counties near where I live and explain what a county is.</li> <li>• I can use and interpret maps and atlases of the United Kingdom to identify counties.</li> <li>• I can explain what we mean by settlement and how land use influences settlements.</li> <li>• I know the 4 settlement types – city, town, hamlet and village.</li> <li>• I know explain what land use is and how land can be used differently.</li> <li>• I can name similarities and differences between two locations and how they use land differently.</li> <li>• I can gather, record and classify information in a variety of ways to help answer questions.</li> <li>• I can present findings selecting tables, charts and graphs and make observations.</li> </ul>
<p>Computing</p> 	<p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• I know what personal information is</li> <li>• I know what personal information can be shared safely</li> <li>• I know who I can trust to share personal information with online</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>• I can explain how an input causes an action in my program.</li> <li>• I can choose and program characters and their movements for my project.</li> <li>• I can use blocks to build sequences of commands for different actions.</li> <li>• I can test my program and find ways to improve it.</li> <li>• I can evaluate my project and explain my design choices.</li> </ul>	
<p>Music</p> 	<p>Songs of Southampton</p>	<ul style="list-style-type: none"> <li>• I can identify how dynamics can be used descriptively.</li> <li>• I can identify how tempo can be used descriptively.</li> <li>• I know that music can be organised using a range of structures</li> <li>• I can identify how timbre can be used descriptively.</li> <li>• I understand how articulation can be used in music</li> <li>• I can identify how texture can be used descriptively.</li> <li>• I know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers.</li> </ul>
<p>French</p> 	<p>Les fruits</p>	<ul style="list-style-type: none"> <li>• I can name, recognise and remember up to ten fruits in French.</li> <li>• I can attempt to spell up to ten fruits in French, using the correct definite article / determiner.</li> <li>• I can change singular nouns to the plural form in French.</li> <li>• I can say which fruits I like in French ('J'aime ...)</li> <li>• I can say which fruits I do not like using the negative structure in French (Je n'aime pas ...)</li> <li>• I can ask somebody if they like a particular fruit in French.</li> </ul>