

Year 3 Autumn 1 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Gymnastics Invasion Games	
Science 	Forces and Magnets	- I can identify examples of pushes, pulls and twists - I can define a force including describing, naming and classifying contact and non-contact forces - I can describe the relationship between friction and the roughness of a surface - I can identify examples of when friction is useful and when it is not - I can predict attraction and repulsion between like and opposite poles - I can identify examples of magnetic and non-magnetic materials - I can describe some examples of the uses of magnets. Working Scientifically Skills: - I can use arrows and scientific vocabulary to show the direction of a contact force - I can use evidence to support conclusions - I can identify a variable to change, to measure and to control - I can classify materials based on whether they are magnetic or not
RE 	Belonging (Hindu)	- I can describe clearly, in simple terms, the meaning of the concept of belonging. - I can begin to express ideas about the benefits of belonging within the story of Rama and Sita. - I can retell the key parts of Hindu faith and belonging. - I can begin to identify why puja is important for those of the Hindu faith. - I can compare similarities and differences with my views on belonging and those of the Hindu faith. - I can express my view on the importance/value of belonging. - I can identify the importance of belonging to the world around me. - I can express whether an understanding of the concept of belonging 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 belonging relates to my own life and the lives of others.
PSHE 	Relationships:	- I can identify 3 positive features of being part of a family. - I can explain what to do/who to speak to if family relationships are making me feel unhappy or unsafe. - I can describe different types of family structures. - I can identify differences and similarities between different types of families. - I can explain why different family types should be valued and celebrated. Living in the wider world: - I can explain what a law is and why they are important. - I can explain what human rights are and name a human right that I have. - I can explain how human rights protect me.

	Health and wellbeing: • I can identify ways to keep myself safe when near fireworks. • I can explain what an exit strategy is and why they are important.	
DT 	Levers and Mechanisms	• I can identify different mechanisms such as flaps, sliders and levers in different contexts. • I can analyse a variety of products which have levers and linking mechanisms. • I can use experimenting to help me develop my ideas and create a final design • I can explain what a prototype is and why they are useful. • I can explain my choices of materials. • I can communicate what my idea is and explain how it will work to another person. • I can order the steps I need to make my final product. • I can select and use appropriate tools with accuracy including cutting, shaping and joining. • I can demonstrate how to use finishing techniques to make my final product look exciting. • I can evaluate my product for its appearance, durability and whether it is easy to use.
Geography 	Weather and Climate	• I can name and explain 5 different types of weather we have in the UK. • I can explain what the climate is like in the UK. • I can describe the difference between weather and climate. • I can explain how we use scientific equipment to record and gather data about weather. • I can explain what a meteorologist does and how they predict weather patterns. • I can create a weather forecast which has relevant and useful information in. • I can give examples of different UK agricultural products. • I can explain why some foods are important to the UK. • I can research and present information about a UK crop. • I can interpret different weather maps to understand previous, current and future weather patterns.
Computing 	• I can contribute to a class discussion to create e – safety rules • I know how to use technology safely • I know what inappropriate behaviour looks like in school • I know who and how to report concerns and inappropriate behaviour to in school • I know who my trusted adults are in school and outside of school. • I know that devices can collect and share information. • I understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this. • I can classify input and output devices • I can use index fingers on keyboard home keys(f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/k/l	
Music 	Prepare to Play	• Identify how dynamics can be used descriptively. • Identify how tempo can be used descriptively • Know that the pulse can be grouped e.g. 2/4, 3/4, 4/4 (metre) • Know that the downbeat of each group is the strongest beat. • Identify the pulse of a piece of music • Identify the downbeat (first beat of the bar). • Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers • Maintain parts with support in songs, rounds and part songs • Confidently sing a variety of songs from different genres with accuracy of pitch

		• Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others • Pupils can perform from basic notation, reading rhythms confidently • Experiment with untuned instruments, improvising using rhythms • Communicate thoughts, ideas and feelings through simple musical compositions • Create layered compositions and soundscapes using simple rhythmic patterns and melodies • Listen and respond to own and others work offering and accepting feedback and suggestions. • Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
French 	J'apprends le français	• I know French is spoken in France and other countries • I can say basic greetings in French • I can ask and answer the question, 'What is your name?' in French • I can say the numbers one to ten in French • I can name five colours in French • I can write the numbers from one to ten in French, attempting to spell them correctly