

Year 3 Autumn 2 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Dance Health and Fitness	
Science 	Rocks	• I can define the term rock. • I can describe the appearance of different rocks, identifying both crystals and grains. • I can group rocks by their absorbency, hardness and reaction to acid rain (vinegar). • I can list the different factors that break down rocks. • I can describe fossil formation and identify fossils in rocks. • I can describe the work of a palaeontologist. • I can name, describe and compare some different categories of soil. • I can list some of the benefits of earthworms to the soil. • I can identify and describe the comparative size and weight of the layers in a sedimentation jar. Working Scientifically Skills: 1) I can begin to select what simple equipment might be used to aid observations and measurements. 2) I can group based on visible characteristics and measurable properties. 3) I can research and present information using a single source. 4) I can use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era. 5) I can represent data using bar charts. 6) I can begin to draw more scientific diagrams using some standard symbols, drawing in 2D to produce simple line diagrams and labelling with more scientific vocabulary
RE 	Special (Christianity)	• I can describe clearly, in simple terms, the meaning of the concept of special. • I can begin to express ideas about the benefits of belonging within the story of the Giving Tree and the Lost Sheep. • I can retell the key parts of different religious stories. • I can begin to identify why Parables are important for Hindus. • I can compare similarities and differences with my views on special and Christians. • I can express my view on the importance/value of special. • I can identify the importance of special to the world around me. • I can express whether an understanding of the concept of special 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 special relates to my own life and the lives of others.
PSHE	Relationships: • I can identify ways to manage conflict • I can explain different ways that people can care for each other.	

	• I can explain what is appropriate to share with friends, family, classmates and wider social groups. • I can explain what privacy and personal boundaries are and how to respect them. Living in the wider world: • I can explain what a responsibility is. • I can identify a responsibility I have. • I can explain why rights are important. Health and wellbeing: • I can identify healthy and unhealthy choices in food and how this could negatively impact me. • I can explain what is meant by a healthy, balanced diet.	
Art 	Study of Great Artists	• I know how to identify the techniques used by different artists. • I know how to compare the work of different artists. • I know how to recognise when art is from different cultures. • I know how to recognise when art is from different historical periods. • I can begin to use some elements of the artist or genre.
History	Ancient Egyptians	• I can explain where the Ancient Egyptians fit on a timeline, where they were located and what else was going on across the world. • I can name another Ancient Civilisation that was happening at a similar time to the Ancient Egyptians in a different part of the world. • I can identify key characteristics about the Ancient Egyptians and how they lived. • I can explain the differences between the social statuses and roles in Ancient Egypt. . • I can explain what was significant about the Egyptian afterlife. • I can explain the process of mummification and why it was important. • I can give examples of things that might have been buried with Ancient Egyptians and explain their importance. • I know who Lord Carnarvon was and how he is connected to my local area. • I can give details about the discoveries of Howard Carter • I know who Tutankhamun was and give reasons about why he was important. • I can explain how historians and archaeologists can use artefacts to explain life in the past.
Computing 	Digital Literacy Sticky knowledge • I know what personal information is. • I can identify information that should be kept private. • I know that keeping personal information safe helps protect me. Examples • Full name, address, passwords, school and date of birth can be personal information.	

	<u>Information Technology</u> Sticky knowledge • I know that text and images can be combined to communicate information. • I know that layout can affect how information is presented. • I know that digital content can be edited and improved. • I know that different software can be used for different purposes. Remember • Audience + purpose guide choices about text, images and layout.	
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 	Les Instruments	• I can recognise recall and spell up to ten instruments in French with the correct definite article/ determiner • I can say 'I play (an instrument)' in French, using the first person of the verb 'jouer': 'je joue' (I play) • I am developing my understanding of articles and determiners and how they work in French • I can write simple sentences about up to ten instruments in French, using the first person of the verb 'jouer': 'je joue' (I play)