

Half Termly Curriculum Plan Summer 1 2025

Year 3									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		temperature absorb structure function requirements plant tissues pores filament soil well-drained fertilisers life cycle flowering plants petal sepal transported pollination seed formation seed dispersal reproduction roots ovary ovule stigma style pollen tube stamen anther	L.I. – I can compare the effect of different factors on plant growth • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant	L.I. – I can describe the different functions of different parts of a flowering plant and how they are used in photosynthesis • Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation	L.I. – I can investigate the way water is transported within plants • Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers • Investigate the way in which water is transported within plants	L.I. – I can explore the part that flowers play in the life cycle of a flowering plant • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	L.I. – I understand the pollination process and the ways in which seeds are dispersed • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	L.I. – I can compare the effect of different factors on plant growth • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant	Start and end of unit assessments.

		stem		and seed dispersal					
History		Celts Romans BC AD Round house Iron Age Stone Age Archaeologists Hill forts Weapons Shields Warriors tribes Settlements Conquered Timeline Roman Empire Celtic Warrior Roman Soldier Weapons Armour Battle	<u>The Romans</u> • Learning what life was like in Iron Age Britain before the Romans arrived (jobs, food, homes etc) • Comparing Iron Age Britain to the Stone Age / Bronze Age and exploring changes overtime	<u>The Romans</u> • Identifying the key features of an Iron Age roundhouse, exploring how they were made • Creating and labelling a roundhouse	<u>The Romans</u> • Understanding why the Celts built their homes on Hillforts and what these settlements were like	<u>The Romans</u> • Creating a timeline of The Iron Age through to the Roman Empire and labelling it with annotations and drawings	<u>The Romans</u> • Identifying why the Romans came to Britain and which valuable resources were available at that time	<u>The Romans</u> • Identifying the changes in Britain after the Roman Invasion and the impact it had upon the country • Creating a fact file exploring the changes in Britain after the Roman invasion	
Geography									
Computing	Programming with Lego Spike Essentials – Yr 2	Algorithm Program Debug Motion Sensor Motor Tilt Sensor Robot Detect Motion Loop	<u>Programming with Lego We-Do</u> L.I. – To Follow instructions to create a simple Lego model & program • I can follow instructions to build a Lego model.	<u>Programming with Lego We-Do</u> L.I. – To improve the design of a Lego model • I can improve the build of a Lego model • I can complete a	<u>Programming with Lego We-Do</u> L.I. – To build and program a Lego model using a motor • I can build a Lego model using a motor. • I can program a motor to rotate	<u>Programming with Lego We-Do</u> L.I. – To build and program a Lego model using a sensor • I can build a Lego model using a motion sensor	<u>Programming with Lego We-Do</u> L.I. – To build and program a Lego model using multiple outputs • I can build a Lego model using multiple outputs	<u>Programming with Lego We-Do</u> L.I. – To complete a Lego build and programming challenge • I can build and program a Lego model from scratch	Assessment based on final Lego model and program.

			• I can work within a team to complete a project. • I can connect the Lego model to a computer.	programming challenge. • I can improve my Lego program	in different directions • I can program a motor to rotate at different speeds	• I can program a motion • I can describe the sequence of events in my program	• I can program multiple outputs. • I can program a Tilt sensor	• I can improve my Lego model and program • I can complete a programming challenge using computational thinking skills.	
Art and Technology		Watercolour Poster Paint Acrylic Oil Wash Tints Shades Background Foreground Symbolise Influenced Inspiration Abstract Contemporary	L.I. – I can explore mixing different colours. • Make tints of one colour by adding white	L.I. – I can comment and explore different sunset paintings. • Learn about great artists from History	L.I. – I can use blending techniques focussing on lightening colours. • Make tints of one colour by adding white • Darken / Lighten colours without using black / white	L.I. – I can mix and blend colours for effect using a wash. • Mix / create colour for use on a large scale. (wash)	L.I. – I can demonstrate control made with mark making in order to create a certain effect. • Demonstrate increasing control of the types of marks made to create certain effects	L.I. – I can reflect on different artists' paintings and how their ideas were developed. • Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)	
Religious Education			L.I. – I can classify and compare the 99 Names of Allah • Show awareness of the Qur'an as the supreme source of authority	L.I. - I can examine and explain the concept of Tawhid • Understand the concept of Tawhid.	L.I. – I can investigate the history, content and importance of the Qur'an • Show awareness of the Qur'an as the supreme source of authority	L.I. – I can identify and sequence the life events of The Prophet Muhammad • Recognise ways in which the Muslim view of Allah influences the way Muslims	L.I. – I can design a piece of art inspired by Islamic belief and culture • Recognise that there are many different answers to the question,		

					• Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. • Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam)	live their lives and view other people.	'What is God like?'		
PSHE		Male Female Unisex Role / Job Responsibilities Differences Similarities Respect Stereotype Conflict Solution Problem solving Friendship Safe / Unsafe Risky Internet Social media Private Messaging (PM) Gaming	L.I. – I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	L.I. – I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	L.I. – I know and can use some strategies for keeping myself safe online	L.I. – I can explain how some of the actions and work of people around the world help and influence my life	L.I. – I understand how my needs and rights are shared by children around the world and can identify how our lives may be different	L.I. – I know how to express my appreciation to my friends and family	

		Transport Interconnected Food journeys Climate Trade Inequality Needs / Wants Rights Deprivation United Nations Equality Justice Happiness Celebrating Relationships Friendship Family Appreciation							
Languages	s'il vous plaît – please merci – thank you	Je voudrais- I would like... Une pomme – an apple Une banane- a banana Une pêche- a peach Une grappe de raisin- a bunch of grapes Une tomate- a tomato Une carotte- a carrot Une orange- an orange Une poire- a pear Un melon- a melon Un concombre- a cucumber Une tranche de pastèque –	Understand and say fruit and vegetable nouns	Count fruits and vegetables in French	Understand and enjoy a story about fruits and vegetables	Remember fruit and veg nouns and play a board game	Ask politely for a fruit or vegetables	Write a sentence using a model	

		a slice of water melon							
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